DOCUMENT RESUME

ED 131 003 SP 010 561

TITLE The Continuing Education of Teachers.
INSTITUTION New Zealand Advisory Council on Educational Planning, Wellington.
NOTE 43p.; For related document, see SP 010 560

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Career Planning; *Continuous Learning; Educational Assessment; *Educational Development; *Foreign Countries; *Inservice Teacher Education; Preservice Education; *Teacher Education; Teacher Educators
IDENTIFIERS *New Zealand

ABSTRACT

Recognizing that the present provisions for inservice education in New Zealand are inadequate, the Advisory Council on Educational Planning instructed their Standing Committee on Teacher Training to prepare a comprehensive report on future directions for the continuing education of teachers. The Committee in its report investigated the nature of preservice education, the general progression of teaching careers, the need for coordinating pre- and inservice education (to keep abreast of professional developments, to prepare for positions of greater responsibility and leadership, to specialize, to cope with new approaches and unfamilar situations), the question of teacher qualifications, study leave allowances, and the education of teacher educators. The problems of organization and administration of new inservice programs in view of present resources were also examined. The Committee attached importance to two basic concepts: (1) that the education of teachers should be seen as a continuous, integrated process and (2) that periodic leave for professional renewal should be provided. The Committee also saw three areas requiring urgent action: (1) the support of teachers during the first three years of teaching; (2) thre retraining of senior teachers; and (3) the expansion of courses for secondary teachers. (MB)

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ED131003

The Continuing Education of Teachers

PROPOSALS PREPARED BY THE STANDING COMMITTEE ON TEACHER TRAINING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ADVISORY COUNCIL
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ADVISORY COUNCIL ON EDUCATIONAL PLANNING

Standing Committee on Teacher Training

Dr A.D. Robinson (Chairman)
Miss J.M. Herbison (Deputy Chairman)
Mr J.S. Allan
Mr M.H. Biggs
Mr E.P. Blampied
Professor E. Margaret Dalziel
Mr J.C. Davenport
Mr M.T. Dearsly
Mr I leC. Harvey
Professor C.G.N. Hill
Mr B.W. Kings
Miss H.M. Ryburn
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Mr B.H. Fitzpatrick (Executive Officer)
Mrs M.M. Barr (Secretary)

THE CONTINUING EDUCATION OF TEACHERS

Proposals prepared by the ACEP
Standing Committee on Teacher
Training

"A characteristic increasingly evident in continuing education for the professions is that it is considered not as a luxury, fringe or supplement, but as an integral part of the education of the professional. As is true for the other stages, continuing education no longer requires justification. In some professions the need to combat obsolescence by the acquisition of new knowledge and the practice of new skills and techniques is self-evident. And perhaps for the first time continuing education is being articulated with the other stages of professional education, allowing the total education to be planned as a unit".

'Continuing Education for the Professions', Alexander N. Charters, in Handbook of Adult Education, Robert M. Smith et al (Eds), 1970, MacMillan, N.Y.

THE CONTINUING EDUCATION OF TEACHERS

INTRODUCTORY REMARKS BY THE CHAIRMAN, ADVISORY COUNCIL ON EDUCATIONAL PLANNING

On behalf of the Advisory Council on Educational Planning, I wish to thank the Standing Committee on Teacher Training for preparing another interesting and thought-provoking report on the continuing education of teachers. The Chairman of the Standing Committee, Dr A.D. Robinson, in setting out the Committee's priorities, has acknowledged that the proposals will have wide-ranging consequences, and has recognised that they will have to be implemented gradually.

The Advisory Council decided to publish this report immediately in order to assist the process of debate and discussion to which education is being exposed at the present time, particularly through the Educational Development Conference. Teacher training and education has been identified as an area urgently needing re-examination, and this report will contribute to this re-appraisal.

The Advisory Council has not yet formulated its own conclusions on the Standing Committee's proposals. It fully endorses the importance of improving the provisions for the continuing education of teachers, and the Standing Committee's explicit objective of improving the quality of the education available to New Zealand children. When the Council is preparing its report on future directions for educational development at the conclusion of the Educational Development Conference next year, the changes recommended in this report, the methods suggested and the costs involved, will be considered along with other proposals for improvement to the educational system.

F.W. Holmes

THE CONTINUING EDUCATION OF TEACHERS

PREFACE

In its report Aspects of Teacher Education the Standing Committee on Teacher Training included a paper on "The Continuing Education of Teachers". The report was widely distributed to interested people throughout New Zealand and comments were received. The reaction to the paper was a favourable one and there was an acceptance of the principles expressed and the practical suggestions outlined. There appeared to be considerable support for the next step to be taken, that is to implement a more comprehensive and co-ordinated plan for the continuing education of teachers. This report is the Standing Committee's response to the requests which were made.

The Committee has given priority to the writing of the report for two major reasons. Firstly, the present provision for in-service education is inadequate if the education system is to reach the high levels expected by the New Zealand community. Secondly, the planning of the Educational Development Conference provided an appropriate and valuable opportunity for the Standing Committee to express its views on a matter of considerable significance to the future development of education in this country.

The report was therefore sent in the first instance to the Working Party on Improving Learning and Teaching. Copies were also sent to the Working Party on Organisation and Administration because of the organisational implications of the proposals. Finally, the Standing Committee sought the approval of the Advisory Council on Educational Planning for the report to be published to enable the proposals to be discussed by interested parties and the public at large.

Because of the wide-ranging consequences of the proposals in the report, the Standing Committee accepts that the recommendations will require gradual implementation, and that there must be some order of priority within the recommendations themselves. The Committee attaches considerable importance to:

- an acceptance of the principle that the education of teachers should be seen as a continuous, integrated process, and that extensive provision should be made for a co-ordinated programme of continuing education of teachers
- an acceptance of the need for teachers throughout a forty-year career in teaching to have periods of leave at regular intervals for study, stimulation, and renewal of their professional knowledge and skills.

The Committee regards the following areas as requiring urgent attention in the provision of programmes of continuing education:

- the support of teachers during the first three years of teaching
- the re-training of senior teachers
- the expansion of courses for secondary teachers.

In order to meet these needs, the Committee considers that the functions of the teachers colleges should be expanded to include a role in the continuing education of teachers, and that teachers centres should be established particularly in areas where there is no teachers college.

The proposals presented in the report have been prepared in sufficient detail for them to be regarded as a "sketch plan" for the continuing education of teachers. The Committee has not thought it either necessary or desirable to draw up precise specifications since there are a number of issues and implications that would require discussion, debate and feasibility studies. To assist in this discussion the recommendations have been summarised in Section 10 of the report.

Acknowledgements

The Standing Committee is pleased to acknowledge the assistance given by Mr L.M.H. Cave, Department of Education, Mr R.G. Laking of Treasury, Mrs C.S. Peacocke, principal of Rotorua Girls High School and a member of ACEP, and Mr C.A.Percy of Auckland Secondary Teachers College. Particular thanks are due to Mrs J.M. Herbison on whom fell much of the burden of preparing the report.

A.D. Robinson
Chairman,
ACEP Standing Committee
on Teacher Training

August 1973

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1. INTRODUCTION

1.1 The aim of this report is to make specific recommendations concerning the establishment of a comprehensive system of continuing education for teachers in New Zealand. Although the Committee recognises that there has been an increase in both the quality and quantity of in-service training in recent years, as a programme for the continuing education of teachers the present provisions are quite inadequate*. The Committee sees a need to expand the whole programme and to systematise its organisation and administration.

It is not the intention of the Committee to outline the historical development of in-service training for teachers in New Zealand education. Nor is it the intention to re-state the need for a comprehensive system of continuing education which will provide opportunities for teachers to build on their personal maturity and professional experience throughout their teaching career. Such statements, which still have relevance today, have been cogently expressed in

- Recruitment, Education and Training of Teachers
  Report of the Consultative Committee,
  Department of Education, Wellington, 1948, pp. 164-175.

- Report of the Commission on Education in New Zealand
  Department of Education, Wellington, 1962, pp. 553-565.

The case has been re-stated for the 1970's in

- An Improved System of In-Service Training of Teachers
  A case for the establishment of regional centres, C.A. Percy
  Secondary Teachers College, Auckland, 1971.

- Aspects of Teacher Education
  Working papers prepared by the Standing Committee on
  Teacher Training, 1972.

- In-Service Education
  A survey of opinions and needs of primary teachers
  in the Canterbury Education Board District, P.E.
  Courtney, University of Canterbury, 1972.

A further report, although written for England and Wales, which has significance for future developments in teacher education in this country is

- Teacher Education and Training (The James Report),
  Department of Education and Science, London, 1972.

and the associated White Paper outlining the ways in which the Department of Education and Science envisages the James Report being implemented:

- Education: A Framework for Expansion
  Department of Education and Science, London, 1972
  (Cmnd 5174)

* See Appendix A for an enlargement of this statement.

In Australia also the case has been put for in-service education to be an accepted and integral part of the teacher's career in

- Schools in Australia
  Report of the Interim Committee for the Australian Schools Commission, Canberra, 1973.

1.2 The purpose of this report is to take a stage further the developments which have occurred over the last twenty-five years, and to place in the context of a comprehensive system of professional education for teachers specific recommendations for the next five to ten years. Because of the widespread expression of opinion that priority should be given to the continuing education of teachers, it is hoped that the recommendations will be put into effect with some urgency.

1.3 The assumptions on which the report is based are:

1.31 The changes which are occurring so rapidly in society will continue. If the needs of the children in our schools are to be met, teachers must be more adequately prepared to become confidently involved in the process of change.

1.32 In the past, there has been an over-dependence on pre-service education of teachers. While recognising the advances which have been made over the last ten years in upgrading the initial preparation of teachers for pre-school, primary and secondary teaching, the Committee believes there is now widespread acceptance that teacher education is a process which must continue throughout the professional life of a teacher.

1.33 A factor which affects all teachers to some extent is the nature of teaching itself. It is a relatively isolated profession, much of its activity occurring away from other teachers and adults and the classroom becoming largely the private domain of the teacher. Specialist advisers visit briefly and their advice has to be adapted to the personal style of the teacher. Continuous contact with children can prove demanding and enervating, with consequent feelings of strain, loss of drive and the danger of daily tasks becoming a series of routines. This isolation can be overcome to some extent by staff discussions within the school, but even more beneficial is a period away from the classroom. The stimulation of new ideas from different people and the sharing of discussion can restore in the teacher his enthusiasm and purposefulness.

1.34 Although more specific attention is given in this report to the continuing education of primary and secondary teachers, in general terms the provisions and recommendations would apply also to pre-school educators, to those involved in teaching at the post-secondary level, and to all people involved in any aspect of teaching. The Committee is aware that the situation at these other levels requires particular measures, for example tutors in technical institutes.

1.35 Because of the magnitude of the task of providing continuing education for teachers and because of the value of providing a variety of programmes, the Committee acknowledges that institutions and agencies as well as the Department of Education have a significant role to play.

1.36 The Committee assumes that teachers colleges will be one of the agencies involved to a greater extent than in the past because of the experiences of their staff and the facilities available. Such involvement, with the contributions from other agencies including practising teachers, would assist considerably the co-ordinating of initial and continuing education.

1.37 Because of the paramount importance of continuing education of teachers in improving the future quality of education, the expensive nature of this expansion of teacher education should be accepted as an essential investment for the future national development of New Zealand.

1.4 In the past the term "in-service training" has been used to describe the courses provided for teachers after their initial preparation. With the acceptance of the terms "teachers colleges" and "teacher education" and the recognition of professional education as an ongoing process linking pre-service and in-service education, it is suggested that "continuing education of teachers" is a more appropriate term for present day use. It also sets the continuing education of teachers in the wider context of the continuing education of adults generally, and of the UNESCO concept of lifelong education which is being increasingly accepted throughout the world. Hence the term continuing education of teachers will be used throughout the report.

For the purpose of this report, continuing education is broadly defined in the terms used in the James Report as:

> "The whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles and techniques." [1]

Such a definition includes the provision for further academic study, the dissemination of new developments in general teaching, and preparation for new roles in teaching, administration, or special education.

1.5 In making recommendations for the provision of continuing education of teachers, the Committee considers it desirable to restate the goal to which all people involved in education either formally or informally aspire - that is, a better education for our children so that they in turn will be able to participate fully in the life of a rapidly changing world and contribute to the welfare of the society in which they live.

This task requires a body of teachers not only well prepared initially but also stimulated and supported throughout their professional career.

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1. Teacher Education and Training (The James Report) Department of Education and Science, London, 1972, p.5.

1.6 The Committee believes that most teachers would welcome the opportunity and accept the obligation to keep themselves up to date in knowledge, and the methods and techniques of their profession, by utilising continuing education programmes.

2. THE NATURE OF PRE-SERVICE EDUCATION

2.1 While the emphasis may be different at various levels, in general, pre-service education for teachers provides for three areas of development: academic, professional and personal.

2.11 It is important for all teachers to be well educated people in the liberal academic sense, and that they see the need for continued learning. For this purpose student teachers may continue their academic studies either at university or at teachers college.

2.12 To become pr[illegible] competent student teacher must have a know[illegible]h of understanding of:

- human deve[illegible] and individual needs with special reference to the level at which they wish to teach
- the learning process and how people differ in their learning styles
- the content of the areas of knowledge which they wish to teach and the ways in which the school curriculum is developed
- the nature of the society in which they are teaching.

Professional competence also includes:

- the techniques and skills of the teaching process
- the opportunity provided, concurrently if possible, for student teachers to explore and develop in the classroom situation their own teaching styles.

2.13 The personal qualities of a teacher are so crucial that every effort should be made to ensure their continued development. A wide range of formal and informal academic, social, sporting, and cultural activities is available to provide the opportunity for student teachers to recognise that there are required and optional courses of action. In turn they learn to accept responsibility for their own learning and behaviour and the consequences of their choices.

2.2 Pre-service education is provided in varying ways for pre-school, primary and secondary teachers.

2.21 Pre-School

The report of the Committee of Inquiry into Pre-School Education[2] envisaged extended provision for the education of pre-school children.

At the moment, local branches of the New Zealand Play Centre Federation assume responsibility for the supervision and training of Parent supervisors for the Play Centres.

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2. Report of the Committee of Inquiry into Pre-School Education Department of Education, Wellington, 1971. p.88.

The New Zealand Free Kindergarten Union provides a two-year course of initial preparation for kindergarten teachers in four kindergarten colleges. In 1973, two further units also providing two-year courses were established at North Shore and Hamilton Teachers Colleges. The courses aim to further the student's personal education as well as offering professional training. They are similar in pattern to that described for primary teaching.

2.22 Primary Teaching

The primary teachers colleges provide a three-year course of pre-service education. The regulations require courses in professional and academic studies. The professional studies include courses in English, Education, Syllabus or Curriculum Studies and experience in teaching practice.

The academic studies, referred to in the colleges as Selected Studies, include a range of subjects from which student teachers may select two. These are depth studies which students usually follow for two or three years. Where appropriate they are linked with the teaching of the subject in the primary school. In most colleges students have the opportunity to elect, with the approval of the Principal, to take one or both of these studies at university.

Because of the general nature of the regulations there is considerable scope for colleges to develop programmes quite different from one another. These differences are particularly evident where there has developed a close liaison with the local university.

Since 1967, the primary colleges have also provided a one-year course for graduates which concentrates on professional education with a strong and continuous association with classroom practice during the year. Non-graduate students who enter a college with the equivalent of five or more units of a degree take a two-year course of professional education.

2.23 Secondary Teaching

The Secondary Teachers College, Auckland, and the Secondary Division of Christchurch Teachers College, provide pre-service courses for intending secondary teachers. The largest group in each college represents Division C students undertaking one-year post-graduate courses in education and in the teaching of both their major subject and a subsidiary subject. In addition, a wide variety of supplementary units are available and both colleges are moving towards a modular unit timetable offering students considerable freedom in selecting a course suited to their individual needs.

Division B students undertake similar courses concurrently with university units over a two or three-year period. Successful students from this division enter teaching with a basic qualification towards a Diploma of Teaching or are granted a Teachers University Studentship allowance to complete their degree in the fourth year of training. In addition, the secondary colleges offer specialist courses of one, two or three years (depending on entry qualifications) in home economics, commercial, technical and physical education areas. All students have extensive school practice experience as part of their college courses and certification is not granted until the satisfactory completion of one year's teaching.

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3. CO-ORDINATION OF INITIAL AND CONTINUING EDUCATION OF TEACHERS

3.1 The First Three Years of Teaching

3.11 The crucial nature of the first few years of teaching has been recognised over a long period of time. This statement made in the Consultative Committee's Report of 1948 has just as much significance for today:

> No training college course can be expected to turn out young teachers fully prepared to cope with all the difficulties that will arise in their first years of service. Indeed, the very process of giving them professional vision and a desire to apply enlightened modern methods may add to their difficulties by making them critical, and sometimes over-critical, both of their own performance and of much that they find going on around them in the schools .[3]

[illegible] cognised that much has been done by departmental [illegible]spectors, advisers, principals, and teachers with responsibilities for young teachers in schools, to provide support, understanding and practical assistance, and so relieve the apprehension of these early years. It is with no sense of criticism of what is being done that the Committee recommends that the college programmes be co-ordinated with the additional training and assistance required by beginning teachers. In fact any further assistance should be in addition to the special conditions arranged for both primary and secondary teachers for their first year of teaching.

3.13 The British White Paper[4] makes [illegible] is statement on the induction of teachers:

> There is no major profess[illegible] to which a new entrant, however thorough[illegible]s initial training, can be expected to make a [illegible]ll contribution. The Government share the [illegible]w of the James Committee that a teacher on first employment needs and should be released part-time to profit from a systematic programme of professional initiation, guided experience, and further study.

3.14 The Canterbury Survey of In-Service Education[5] also highlights the need for the continuing professional education of young teachers. Principals of primary schools were invited to indicate three categories of teachers who they thought most needed to attend courses. The needs of teachers in their second to fifth year of service were considered to be the most pressing, along with those of the married women who were returning to teaching after an absence of approximately ten years.

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3. Recruitment, Education and Training of Teachers, Report of the Consultative Committee, 1948 pp 164-165.
4. Education: A Framework for Expansion, Department of Education and Science, H.M.S.O., London, 1972. (Cmnd 5174) p.19.
5. In-Service Education: A Survey of Opinions and Needs of Primary Teachers in the Canterbury Education Board District, P.E. Courtney, 1972. p.55.

3.2 Co-ordination of Programmes

3.21 Because beginning teachers within a given region come from different colleges, any programmes of co-ordination will need to be developed at the local level as a result of discussion with all the groups involved. These would include:

- the young teachers themselves
- principals in schools
- teachers accepting responsibility for the supervision of young teachers
- departmental inspectors and advisers
- teachers college staff.

3.22 As a result of such consultation the emphasis of some pre-service education could be shifted to one of the early years of teaching when it would have greater meaning and relevance; or in some instances, complete units of courses may be provided more appropriately at a later stage.

3.23 Already surveys indicate that areas of concern to young teachers would include:

- general classroom management

  learning difficulties of particular children

  improving teaching skills

- further knowledge of teaching methods and educational theory

- acquiring varied approaches to suit different teaching situations.

3.3 Time Allowance

3.31 Some kind of continuing education would be provided for teachers during their first three years of teaching. The Committee recommends that the basis for this time allowance be approximately five days per term, and that this be additional to the present provisions for smaller classes or reduced teaching commitments for beginning teachers.

3.32 The organisation and use of this allowance would be the responsibility of the local co-ordinating committee for the continuing education of teachers. It is suggested that the allocation would be three days every term in the first year, one week each term in the second year and one three-week course in the third year.

3.33 The Committee expects that a proportion of this induction would take place in vacation time.

3.34 Additional and special provision may need to be made for the small group of young teachers who experience difficulty in these early years.

3.35 The Committee recognises that the time allowance recommended has important implications for staffing schools. It will mean that at any given time during a school year up to 450 teachers in their first three years of teaching could be away from the classroom. The Committee is aware that this will probably involve more generous staffing schedules or relief teachers and some re-arrangement (or possibly an increase) of staffing and accommodation at the teachers colleges. The expense is considered to be an investment that will produce worthwhile results in reducing stress and thus in the improved health and effectiveness of teachers. This should result in better retention rates among beginning teachers.

4. SAMPLE CAREER PATTERNS

4.1 While it may be necessary to deal separately with the career patterns for the different levels of teaching, there is sufficient in common for them to be described initially in a general sense with examples from particular sectors for purposes of illustration.

4.2 There appear to be three main groups into which teachers divide as they progress through the forty years of their professional careers.

4.21 The Teachers
A large majority of teachers remain predominantly as classroom teachers throughout their careers. Some may accept responsibility for a particular area in the curriculum, become heads of departments, or resource teachers, but their major interest lies in teaching children.

4.22 The Administrators
A smaller group of teachers finds after a few years that the acceptance of responsibility and a talent for organisation leads them into a branch of education where status and salary reward administrative skills.

4.23 The Specialists
A third group of teachers after experience in the classroom wish to specialise. This may be in a field of special education such as speech therapy, the teaching of the deaf or the blind, or as a specialist in some other part of the educational service, e.g. an adviser, a counsellor, or a librarian. *

4.3 A co-ordinated and comprehensive system of continuing education must provide a variety of programmes. Opportunities need to be made available to enable teachers to equip themselves adequately for differing career patterns.

* At Appendix B and C general career patterns are set out showing points at which further teacher education is desirable.

5. PROGRAMMES FOR CONTINUING EDUCATION

5.1 Teachers, like other professionals, need regular renewal as people as well as teachers. Their needs are probably more varied than are those of most other professionals.

5.11 The large majority of teachers who remain as classroom practitioners throughout their career need to keep up-to-date with modern developments:

- in curriculum, whether this be in a particular subject, an interdisciplinary area of study or in new syllabuses

- in means of establishing better relationships with children whether this be through individualised instructional programmes, co-operative teaching or an understanding of counselling techniques

- in teaching skills through a greater confidence in assessment methods and the use of the audio-visual aids now more readily available

- in the professional literature related to teaching and education by continued personal reading or further academic study.

This is what the James Report means when it describes continuing education as extending personal education, developing professional competence and improving understanding of educational principles and techniques.[6] While many of these activities are self motivated and to a considerable degree are undertaken by teachers on a more or less systematic basis, it is not easy to continue learning in isolation. The teacher needs specialist assistance and guidance through the mass of published material and the opportunity to clarify and refine his ideas through systematic study and discussion. Programmes need to be designed to meet the needs of this large and important group of teachers.

5.12 The second group of teachers need to prepare for positions of responsibility and leadership. Many will stay within the school system as heads of departments, deans, supervisors of young teachers, vice-principals and principals. Others may move into the Department of Education as advisers, curriculum development officers, inspectors, administrators. All will become involved in planning and policy making. While still maintaining contact with young people their orientation and influence will be more with other adults through whom they will wish to work.

The qualities which make for good teaching do not necessarily imply managerial ability and it follows that formal preparation is needed for teachers to accept new administrative roles with confidence and perform them adequately; indeed, induction and development courses for executives are regarded as essential in other fields.

[6] James, op. cit. p.5.

5.13 The third group of teachers want to specialise. While initial preparation is given for some specialists, e.g. in speech therapy, education of the deaf, for others it would be more appropriate to provide the specialised training after teachers have gained some experience of teaching, e.g. the teacher wanting to become a reading adviser, a counsellor, or a librarian.

With greater acceptance of the policy that as many children as possible with special needs should be educated with other children in primary and secondary schools, and with the development of larger schools, the education of specialists will become increasingly important. It could well be that long term programmes will need to be designed to meet their needs.

5.14 Several other groups of teachers require consideration in the programmes for continuing education.

In 1972 some 24% of entrants to primary teaching and 7% of entrants into secondary teaching were trained women returning from domestic occupations. Both primary and secondary schools have played an important role in the retraining of these women, but courses combining the up-dating of knowledge and skills along with practice in the schools should be provided if the education service is to capitalise on the added maturity and experience of such people returning to teaching.

Teachers moving from a rural two or three-teacher school to a large school in a dormitory or industrial suburb, those moving from the primary to the secondary service, and those teaching in areas of rapid socio-ethnic change, are other examples of groups who need more specific assistance to help them adjust to new demands and pressures.

In addition there will always be the need for teachers to be prepared to cope with new approaches and unfamiliar situations such as occur in the open-plan type of school and other experiments designed to improve teaching in our schools.

5.2 To meet the needs of teachers, continuing education must include:

- the opportunity for further academic study to obtain degrees and higher professional qualifications
- the opportunity for teachers to gain personal and professional refreshment and be brought up to date in educational philosophy, curriculum, methods of teaching, and educational technology
- the opportunity to prepare for future responsibility and leadership in administration, in special education and as specialist teachers
- the opportunity for re-training for teachers returning to teaching or teachers being redeployed in some alternative area of the education service.

5.3 To provide these opportunities a wide range of activities will need to be made available to all teachers. Depending on

numbers and geographical location, courses will need to be grouped on national, regional and local bases. These will include the present provision made by the Department of Education through bursaries for part-time and full-time university study, Diploma in Teaching courses, classes for teachers, residential courses at Lopdell, Hogben and Wallis Houses, and regional and local courses.

The Committee [illegible] well aware of [illegible] popularity among teachers of [illegible] and diploma courses available from Massey University [illegible] and particularly the value of the extra-mural courses for those who for various reasons are unable to attend university classes.

The Committee would in addition recommend, however, that consideration be given to:

- expanding the bursary scheme for teachers to undertake full-time university study and extending it to include study at technical institutes
- reconsidering the content and nomenclature of the Diploma in Teaching in the light of the discussion concerning the qualification awarded for the three year pre-service teachers college course
- expanding the courses available regionally and locally, including consideration of extended evening courses, term and semester courses, and summer schools.

Such courses could be provided in regional centres or extension departments of universities, teachers colleges, technical institutes, and schools.

5.4 In the light of action taken on the expanding provision for continuing education, decisions will need to be made regarding:

- residential and non-residential courses
- voluntary or required attendance at courses
- the types of programmes which will provide credit towards qualifications
- the need to up-date qualifications or registration.

5.5 These suggestions are made in principle rather than as clearly determined proposals for the following reasons:

- The Committee believes strongly that teachers themselves should be involved in planning the kind of courses they need for their continuing education.
- The Committee supports the recommendation of the James Report that any scheme should be flexible as well as being as systematic and comprehensive as possible. To ensure these three essential factors in the continuing education of teachers in New Zealand there need to be national policy decisions on the nature of the expansion, with delegation to regional committees to co-ordinate the programmes at the local level.

6. TEACHER QUALIFICATIONS

6.1 An underlying assumption of this report is that the qualification granted student teachers at the end of their course of professional preparation for teaching should be capable of being added to by credits gained through continuing education.

6.2 At present this is not so. (See 2.2 for outlines of courses)

- Kindergarten teachers obtain a Diploma of the Free Kindergarten Union when graduating from their college. There are no advanced courses except through university study.

- Primary school teachers obtain a college diploma after their course. After one successful year in teaching they obtain a Trained Teacher's Certificate; graduates and those with two thirds of a university degree obtain a Diploma in Teaching in lieu of the Trained Teachers Certificate.

  It should also be mentioned that because of the close liaison between some colleges and their local universities, formal arrangements have been made for cross-crediting to operate both from university courses to the college and from college courses to the university. There is considerable diversity of recognition at Hamilton, Palmerston North, Wellington and Dunedin.

- Secondary teachers receive a college diploma after their course, and on completion of their one year's successful teaching obtain a qualification as follows:

  graduates and holders of two thirds of a degree receive the Diploma in Teaching

  those completing three year courses (e.g. Homecraft and Commercial) receive the Trained Teacher's Certificate

  those completing the one year courses for adult teachers of Commercial subjects and for Woodwork and Metalwork, receive the appropriate specialist teachers' certificate.

Neither the Trained Teacher's Certificate nor the specialist teachers' certificates can be built on to become a Diploma in Teaching.

- The Diploma in Teaching is reached by alternative paths. Its basic composition is six arts or five science units, but a minimum of three university units can be built on by departmental examinations in professional subjects. These courses are very popular with primary teachers, but once having achieved three university units the teacher is encouraged to complete the degree qualification.

6.3 The Standing Committee has recommended in a forthcoming paper, The Future Role of Teachers Colleges, that the teachers college course provide the base for a four-year degree. It is recommended that the college diploma should be

redesignated Diploma in Teaching and that it should, through varying types of continuing education, be possible to give credits whereby the Diploma can become a B.Ed. or a higher or advanced diploma in teaching.

Such qualifications would, at least originally, require validation, preferably by a university. If this were not possible such recognition would need to be given by a body such as the Council for National Academic Awards operating in England.

6.4 While it may be difficult to devise a scheme by which the variety of programmes suggested in section 5 of this report could be credited towards professional qualifications, the task would not be an impossible one. In the light of the suggestions regarding extended courses, summer schools and an entitlement for leave, an acceptable method could be devised.

6.5 It is further recommended that consideration should be given to the recognition obtained by a teacher at the end of his first year of teaching. The Committee considers that there is some merit in the proposals presented in the James Report[7] that for the first year of teaching a teacher would be a 'licensed' teacher. With the successful completion of this year he would be admitted as a 'registered' teacher. In all cases successful completion of a probationary year of teaching should lead to 'registration' along the lines of the scheme recently suggested for secondary teachers.

7. ibid. p.31

7. STUDY LEAVE ALLOWANCE

7.1 Opportunities for Regular Study Leave

7.11 To improve the quality of the education available to New Zealand children, it is necessary to improve the quality of the teaching. The Committee believes that the programmes for continuing education outlined in Section 5 of this report would be of major importance in this improvement. It considers that it is highly desirable to provide the opportunity for all teachers to apply for leave to undertake these kinds of programmes at regular intervals throughout their careers.

7.12 The Committee has been concerned to decide an appropriate allowance for such study leave. The entitlement it recommends is similar to that agreed in the British White Paper, namely one term or its equivalent after every seven years of continuous teaching service. (The term entitlement is not intended to imply an absolute right but a privilege requiring justification before it can be taken up. See 7.24) Such an allowance is essentially a compromise between the needs for continuing education and the resources that can realistically be allocated to them. As can be seen in the tables, the recommended allowance represents a formidable commitment in terms of relief staffing of schools.

7.2 The relevance of the section of the James Report on leave entitlement to the New Zealand situation is such that its proposals are being used as the basis for our recommendations.

7.21 James has recommended[8] as an immediate aim that teachers be entitled to release with pay for a minimum of one term or equivalent in every seven years, and that as soon as possible the level of entitlement be raised to one term in five years. The White Paper[9] has endorsed the first recommendation but makes no reference to the ultimate aim of one term in five years.

7.22 James discussed the appropriate length for full-time in-service courses and found no general agreement because of the widely differing needs to be covered. The Report emphasised that although precise patterns should not be prescribed, the teacher's entitlement "should be satisfied only by release for substantial courses, each of which would last at least four weeks full-time, or the equivalent in a coherent and continuous part-time course. ... Any evening, weekend or vacation courses or other short-term activities which might, or might not, involve release from school should be in addition to their basic entitlement ... The development of longer and full-time courses should not be bought at the expense of those valuable short-term activities..."[10]

8. ibid. p.12
9. Cmmd 5174 op.cit. p.18
10. James op.cit. p.13

7.23 The Committee endorses in principle the views expressed. It agrees that a substantial leave allowance is required, but it is anxious that the allowance is not used unwisely or ineffectively in short uncoordinated activities. Although the Committee realises that such a large-scale proposal will be expensive, it would not want to see any curtailment of the present helpful in-service programmes or any reduction in the bursaries provided for teachers studying for university degrees on a part-time or extra-mural basis. Indeed, as we indicate in section 5.3 of the report, it is our hope that there will be an expansion of the bursary scheme for full-time study awards to allow the completion of a degree or honours course, although such an award would generally preclude a further leave provision for approximately seven years.

7.24 The Committee believes that teachers should make application to a regional committee (refer Section 9.43) to take up their allowance. The application would include an outline of how the time is to be used and would form the basis for approval for leave. In order to provide flexibility for teachers to choose what they wish to do and to meet the personal and professional circumstances of individual people at a particular time, it may be necessary to allow the twelve weeks to be taken in two six-week sections or even three four-week periods spanning over two or three years. But because of the value of a substantial period of leave away from the classroom and the opportunity it affords for teachers to become thoroughly absorbed in other professional activities, further fragmentation would not be desirable.

7.3 <u>The Size of the Enterprise for New Zealand</u>.

7.31 The Committee has tried to estimate the magnitude of this project, and the tables set out below illustrate the approximate scale. Four options are given to illustrate various possibilities, and to show the extensive nature of the commitment in terms of relief teachers and salaries.

The tables are approximations. More precise figures would require detailed data on the teaching force, such as length of continuous service, recruitment figures, resignation rates, patterns for re-entry into teaching, age and sex distribution, proportion of married men and women, location and area and type of school: this material is not presently available, and may be of only marginal significance in seeing the scale of the problem. Moreover, the tables assume the present distribution will remain constant. Figures are given in percentages since the proportions eligible will change less than actual numbers which are given only to illustrate the order of magnitude. Because of the proposals for assistance to teachers in their first three years of teaching made in Section 3, these years are not counted as part of the credit for entitlement. This means that if Option I were chosen (as we have recommended) the full entitlement would come due after the <u>tenth</u> year of teaching.

Primary Teachers Frequency	% age of teaching force (in 1972)	Number eligible in 1972	Number at any one time (in 1972)
I 1 term every 7 years	2.5	1220	410
II 6 weeks every 5 years	1.7	1910	290
III 1 term every 5 years	3.9	1910	640
IV 6 weeks every 3 years	3.0	3150	480

Secondary Teachers (on the basis of the primary figures).

Frequency	% age (based on primary % age above)	Number eligible in 1972	Number at any one time
I 1 term every 7 years	2.3-2.8	570-690	190-230
II 6 weeks every 5 years	1.5-2.0	760-1010	120-160
III 1 term every 5 years	3.7-4.2	900-1020	300-340
IV 6 weeks every 3 years	2.8-3.3	1460-1710	230-270

7.32 As an example of how this would work, if Option I were chosen, after approximately ten years' teaching a teacher becomes entitled to some 12 weeks' continuous leave for further education. As indicated earlier, any scheme should be flexible as well as systematic and comprehensive. Therefore half of this leave might be taken after approximately 9 years' continuous service.

7.33 The introduction of such a scheme would require careful planning, and widespread consultations with teachers as well as employing authorities. It should commence with principals and other senior teachers who have at least five years' teaching service remaining to them. It is important to start at the senior level since it is from here that most professional leadership in the schools comes, and the support of senior members of the profession would help to ensure the willing participation of teachers in the continuing education programmes.

7.34 If this argument is accepted, the initial intake will be the most expensive. The scheme will involve a pool of relieving teachers, many of sufficient experience to act in senior capacities so that senior school staff can be released for courses. On whatever basis the relief teachers are chosen, the teaching strength will have to be increased by nearly 3%.

7.35 The Committee is aware that a scheme of this magnitude could not be introduced other than gradually. Its views on relative priorities are set out in the preface. The Committee does, however, consider an allowance for study leave every seven years a highly desirable long-term goal.

8. THE EDUCATION OF TEACHER EDUCATORS

8.1 With the expansion of the continuing education of teachers envisaged in this report, the role of the educator is of considerable significance. Not only is it important to provide the opportunities for teachers, but we must ensure that all concerned, from those who administer the overall programme to those who conduct the courses, are well prepared for their tasks if the whole enterprise is to succeed.

8.2 For many years in overseas countries, and perhaps especially in the United States of America, there has been an increasing awareness that an adult possesses certain unique characteristics as a learner that require methods and techniques different from those employed in teaching children. From this awareness has come increasing recognition of the need to study and apply adult education principles, methods and techniques.

8.3 The James Report [11] emphasises the importance of those responsible for in-service work in the schools being adequately prepared for this new task. The report states "it would be important for all teachers designated as professional tutors to be among the first to be admitted to third cycle courses so that they could be trained for their new tasks."

8.4 In New Zealand a number of the tertiary institutions are planning courses for teachers involved in adult education.

8.41 Massey University hopes to appoint a specialist in the methodology of continuing education with emphasis on research. Victoria University of Wellington is undertaking studies in this area, and the University of Canterbury is studying a proposal for a diploma course. In addition several of the universities are setting up their own teaching and research units to help their own staff in teaching methods and techniques.

8.42 The Central Institute of Technology has recently established a unit to offer short courses for tutors in technical institutes.

8.43 The technical institutes and teachers colleges, in addition to their involvement in the present programmes of in-service courses for teachers, are regularly requested to provide courses in principles, techniques and methods of adult education from a great variety of community agencies.

8.5 The Committee recommends that adequate provision be made for these teacher educators to be thoroughly conversant with the different methods and principles required for adult learning and to keep abreast of the new technology which will need to be used in the future. It should be recognised and accepted that these will be the resource people in the expanded programme envisaged for the continuing education of teachers and for the general adult education programmes provided within the community.

11. ibid, p.13

9. ORGANISATION AND ADMINISTRATION

9.1 Present Resources

The expansion of continuing education of teachers proposed in this report requires the co-ordination of all the resources which have been used in the past. These include:

- the Department of Education, in particular the inspectors and advisers, the Curriculum Development Unit and residential in-service facilities
- the teaching profession - teachers, teacher organisations, subject associations, and the Refresher Course Committee
- and teachers colleges, universities, technical institutes.

9.2 Extending Present Provisions

But the co-ordination of present resources will fall short of the need and consideration must be given to ways and means of extending the present provision.

9.21 The most crucial need is for an extension of the regular one-day, one-week and one-fortnight in-service courses, particularly for secondary teachers. Although there are regular courses administered by the District Senior Inspectors of Primary Schools, these are not meeting all the needs at the primary level. At the secondary level the present courses are unable to keep secondary teachers abreast of curriculum development.

9.22 Future development will also require the extended use of the tertiary institutions which, the Committee proposes, will play a much bigger role than in the past. Universities and their Departments of University Extension should be invited to participate more fully in the continued professional education of teachers. Some courses particularly appropriate for teachers could well be included in basic degrees and the resources of universities used for post-graduate professional education. The resources and expertise of the technical institutes should be used where these are appropriate.

9.23 With increasing emphasis being placed on the need for continuity between pre-service and continuing education programmes, and having regard to the full use of staff and facilities, the Committee recommends that teachers colleges should have their functions extended to include a much greater involvement in the continuing education of teachers.

It has already been suggested that the present arrangement for short in-service courses should continue with a much greater provision for secondary teachers, and the Committee considers that teachers colleges should be closely involved in this work.

The Committee sees the main involvement of teachers colleges in the provision of the substantial Continuing Education courses for those teachers who are successful applicants for the entitlement. The colleges would call on the resources of other agencies including practising teachers in the planning and presentation of the programmes. With the steadying of teachers colleges rolls over the next decade it may be possible to re-deploy some members of staff for this purpose, but the colleges would need additional staff and the provision of suitable facilities to carry out this important task.

e Committ considers that teachers colleges should come professional and resource centres for teachers. here there are colleges, consideration will need be given to establishing regional centres. The long rm goal is a nation-wide networ

9.3 Roles of Various Agencies

The content of the continuing education programmes outlined in this paper suggests that a number of agencies will be involved in implementing them. The importance of this work emphasises the need for careful planning and co-ordination. In describing the roles of these various agencies the aim has been to indicate their general position rather than to compile a complete list of functions.

9.31 Inspectors and Advisers

Through their regular school visiting, observing teachers in the classroom, discussing curriculum innovation, and participating in in-service work, inspectors and advisers of the Department have a vital role to play in a C.E.T. programme. The Committee envisages that the major contributions of this important group will be in assisting at a national and regional level in planning continuing education programmes, in participating in courses, in organising additional short local courses, and in providing essential follow-up advisory services to teachers.

9.32 Curriculum Development Unit

Any comprehensive programme of continuing education must be developed within an overall plan of curriculum development. Officers of the C.D.U. would play a major part in formulating such a plan and would assist national and regional courses in a leadership capacity and by preparing resource materials.

9.33 Teachers Colleges

The Committee sees teachers colleges as a major venue of C.E.T. courses with college staff assisting with classes, and with the colleges providing the necessary administrative services.

The Committee regards the use of buildings, equipment, cafeterias, hostels, libraries, administrative and teaching resources of teachers colleges as essential to the success of C.E.T. programmes.

9.34 Universities

The major contributions of the universities will be

with post-graduate courses in specialist subjects, and in providing some short courses for teachers through Departments of University Extension. University staff may also be tutors on courses. In addition some universities may be in a position to offer summer schools, vacation courses or extra-mural activities.

It is important, however, that university-based courses are provided within the overall programme of continuing education for teachers and that the universities are involved in this planning.

9.35 Technical Institutes

Similarly, in certain subject areas, the technical institutes could offer specialist courses and make available staff and facilities to assist regional courses.

9.36 The Teaching Profession

Teachers would be closely involved in C.E.T. programmes not only as course members but also as chairmen or tutors for courses. The teachers' organisations would be represented on all planning committees and through these bodies teachers would be encouraged to assist the overall planning of C.E.T. programmes by suggesting future courses and by evaluating the success of courses carried.

9.4 Administration

A possible pattern for the administration of continuing education of teachers is outlined below:

9.41 Director of Teacher Education

The national responsibility would remain in the Department of Education. It is considered essential that a Director of Teacher Education be appointed with a position equivalent to that of the Directors of Primary and Secondary Education, to ensure the continuity and co-ordination of teacher education.

9.42 National Committee

Under the Director would be set up a national committee for the continuing education of teachers. Such a committee would include representatives of the Education Department (particularly the inspectorate and the Curriculum Development Unit), the agencies involved in C.E.T. Programmes (teachers colleges, universities and technical institutes) and the teachers' organisations.

Its functions would be the overall co-ordination of the programmes, deciding main areas of regional and local activity after consultations with local committees, and allocating resources to the various agencies involved.

9.43 Regional Committees

A similarly representative committee would be established at the regional level to implement the policy laid down by the National Committee by organising a programme of courses according to local needs. In addition the Regional Committee would arrange further courses, summer schools and weekend seminars, in liaison with the schools, teachers' groups, teachers colleges, universities and technical institutes within the region.

9.44 Centre Director

Each Teachers Centre would require a permanent full-time Director to administer the courses, provide liaison with the various agencies involved, and stimulate the professional development of the centre. With C.E.T. Centres being first established within teachers colleges, and with the strong link seen between pre-service and continuing education, it is proposed that the Centre Director would hold the position of Principal Lecturer on the teachers college scale.

9.45 Course Chairmen and Tutors

Chairmen and tutors on C.E.T. Courses should be drawn from all areas of the education service: insepctors, university teachers, teachers college lecturers, Curriculum Development Unit officers, principals and senior teachers in primary and secondary schools, will suggest themselves because of their position, experience and expertise. Visiting tutors from Government departments, business and industry, or other sections of the community, could contribute to the continuing education of teachers. The teachers present will also be able to provide experiences and skills of value to the group as a whole.

9.46 Ancillary Staff

This will be drawn as far as possible from the resources of the institution in which the courses are being held.

9.5 Programmes of Continuing Education

The Committee envisages that a wide range of courses of varying length would be offered over a seven-year period and that teachers entitled to study leave would make application to join courses operating within their specialist area. In addition, the Committee recommends that teachers should be able to submit for approval a personal programme of study. This might include such activities as overseas study, a tour of schools, a return to industry, social work, or research.

9.51 C.E.T. Courses

The Committee sees a wide variety of courses being offered including:

- Induction courses for teachers in their first three years of service. These would be provided by teachers colleges and would be of up to three weeks duration.

- Continuing education courses for specialists in all areas of primary and secondary education, not only

in content and skill areas but also for those holding posts of responsibility. These courses would be offered by teachers colleges, universities, technical institutes and regional groups. While some courses may be of one or two weeks duration it is considered that the basic length should be four weeks. Not all courses would require members to be in continuous residence; after an introductory period members would return to their homes to work up material before returning to the final plenary session. In other areas e.g. school administration, testing techniques, and curriculum development, a full extra-mural course could be provided.

- Summer schools and vacation courses arranged by teachers colleges or universities represent another form of continuing education for teachers and could be developed as a means of teachers improving their basic qualifications.

- Extension courses in weekends or evenings, refresher courses held during vacations, seminars, workshops and field-days arranged by subject associations, and local one-and two-day in-service courses organised by the inspectorate, would be encouraged. However these would not be deducted from a teacher's study leave entitlement.

9.6 Relief Teachers

One of the more consistent objections to any proposals to extend C.E.T. programmes is the problem of relief teaching. Concern expressed by principals and teachers for the smooth running of the school, maintenance of standards, and continuity of pupil development is understandable, but must be weighed against the need to further the education of teachers and improve professional standards within all branches of the service. The Committee recommends that certain steps be taken to ensure that children and teachers are not adversely affected.

9.61 Advance Planning

Unlike the temporary replacement of staff who are unexpectedly absent through illness or for personal reasons, the need to relieve teachers for continuing education may be anticipated well in advance and class programmes planned accordingly.

9.62 Relief-teacher Pools

The establishment of relief-teacher pools, particularly in the larger urban centres, will be an essential part of any comprehensive programme of continuing education. Recent trends in recruitment and staffing point to a rapid improvement in both qualifications and number of both primary and secondary teachers and to the possible formation of relief-teacher pools.

9.63 Increased Staffing

Another possible solution is to increase school staffing to the point where some such absences can be accommodated from within the normal school staffing structure. The recent staffing improvements noted above, together with the more flexible timetabling encouraged by current curriculum developments, make this a possibility.

9.64 Teaching Resources

In order to minimise the disruptive effects of teacher absences, appropriate teaching resources should be prepared to meet the need. As a part of the national co-ordination of C.E.T. programmes the Curriculum Development Unit should be invited to prepare suitable films, ETV programmes, booklets and other resources which would provide classes with varied and additional material.

9.65 Training Relievers

The cost of temporarily replacing the teachers involved in continuing education courses, or alternatively improving staffing schedules to meet this need, will be the largest single factor in the cost of continuing education. It is essential that such relieving teachers should themselves receive preparatory training and that special teaching resources be prepared for their use.

9.7 Accommodation

9.71 Residential Centres

It is expected that the residential centres of Lopdell House (Auckland) and Hogben House (Christchurch))will continue to provide facilities for national and specialist regional courses. While further centres of this type would be very desirable the Committee considers that alternative solutions have merit.

9.72 Other Residential Facilities

The use of teachers college hostels or university halls of residence would provide appropriate accommodation in some areas at certain times of the year. Hotel and motel accommodation may offer the flexibility required. The Committee recommends, however, that existing educational accommodation be utilised as far as possible.

9.8 Teachers Centres

The Committee considers that the majority of courses should utilise the facilities available at teachers colleges. In larger centres some additional accommodation may be required and the future needs of continuing education programmes should be recognised in any teachers college building or rebuilding plans. The Committee considers that the colleges should be encouraged to develop as resource centres for the teaching community.

Outside the cities with teachers colleges, the Committee considers that Teachers Centres should develop and evolve. These should serve as a focus of professional activity within their region. They should provide facilities for meetings and conferences as well as serving as resource centres for teachers. There is a need for regional resource centres: almost as important as the continuing education of teachers is the provision of a wide variety of teaching resources which will enable them to perform their task more effectively.

9.9 Evaluation and Development

9.91 The programmes for Continuing Education recommended by the Committee represent a very substantial outlay in

terms of money and of people. There are, for instance, the salaries of relieving teachers, and the involvement of many sectors of the education system in organising, in tutoring, in follow-up activities, and so on. There is also a possible requirement for equipment and certainly some accommodation costs.

9.92 In order to ensure that this large scale investment produces the returns that the tax-payer is entitled to, and that the effort involved is proving efficient, effective and economic, the Committee recommends that those responsible for planning and organising the programmes undertake, or have undertaken on their behalf, continuing evaluation in order that modifications and developments can occur as needed.

10. RECOMMENDATIONS

The Committee recommends:

1. That the education of teachers be seen as a continuous, integrated process which begins with the pre-service preparation and continues throughout the teachers' professional career.

(Ref. 1.1)

2. That extensive provision be made for a co-ordinated programme of continuing education of teachers at the national, regional and local levels.

(Ref. 1.1)

3. That additional professional education be provided for teachers during the first three-years of teaching and that the teachers college programme be co-ordinated with this additional assistance.

(Ref. 3.12)

4. That a time allowance of approximately five days per term be allocated during the first three years of teaching to provide this further professional education.

(Ref. 3.3)

5. That the programmes for continuing education include provision for the needs of different groups of teachers at a deeper level than in the past and that such provisions be in addition to the present opportunities available.

Ref. 5.2 5.3)

6. That the present college diploma be re-designated diploma in teaching and that it be possible to gain credits from continuing education programmes whereby the diploma can be built on to become a bachelor of education or a higher diploma.

(Ref. 6.3)

7. That consideration be given to a teacher in his first year being recognised as a 'licensed' teacher and on successful completion of this year being admitted as a 'registered' teacher.

(Ref. 6.5)

8. That the opportunity be provided for all teachers to apply for study leave at regular intervals throughout their careers, such leave to be granted on the basis of one term or its equivalent after every seven years of continuous teaching service.

(Ref. 7.1)

9. That study leave granted under this provision be taken in substantial periods of not less than four weeks and preferably in two six-week periods or a term of twelve weeks.

(Ref. 7.25)

10. That adequate provision be made for those involved in conducting the programmes for the Continuing Education of Teachers to be conversant with the methods and principles of adult education.

(Ref. 8.5)

11. That there be a rapid expansion of the regular one-day, one-week and one-fortnight in-service courses, particularly for secondary teachers.

(Ref. 9.21)

12. That careful attention be given nationally and regionally to the co-ordination of role and function of the agencies interested in the Continuing Education of Teachers.

(Ref. 9.1,9.2,9.3)

13. That the functions of the teachers colleges be extended to include a much wider involvement in the Continuing Education of Teachers and that the colleges be provided with the necessary additional staff, facilities and resources to carry out this task effectively.

(Ref.9.23,9.44, 9.8)

14. That a Director of Teacher Education be appointed with a position equivalent to the Directors of Primary and Secondary Education to accept responsibility for the continuity and co-ordination of teacher education.

(Ref.9.41)

15. That both national and regional committees be set up under the Director of Teacher Education to plan and co-ordinate the programmes of Continuing Education of Teachers at national, regional and local levels.

(Ref.9.42-9.45, 9.5)

16. That provision be made for the allocation of relieving teachers and teaching resources to enable the programmes for continuing education to be implemented without disadvantage to the children.

(Ref. 9.6)

17. That existing education residential facilities be used as far as possible, and be supplemented by the use of motels and hotels.

(Ref. 9.7)

18. That the development of teachers colleges as teaching resource centres be encouraged, and that further such facilities be established elsewhere.

(Ref.9.8)

19. That means be established for evaluating the programmes.

(Ref. 9.9)

APPENDIX A.

PRESENT PROVISION FOR CONTINUING EDUCATION

In 1972 the Standing Committee gave these reasons for claiming existing programmes were inadequate.[12]

- There is little overall design to provide teachers with the scope or flexibility to plan a career which may take one of a number of directions.
- There is little relationship between the pre-service stage and the in-service courses provided.
- Only a small percentage of teachers is getting the opportunity for in-service education. This is especially true in the case of secondary teachers for whom there are even fewer opportunities than for primary teachers.
- Many courses can only be superficial in nature because of the brief period of time available. One-day courses are probably the most common and such courses can have little influence in changing teachers' modes of thinking or teaching behaviour.
- There is no recognition given for successful completion of substantial courses in the way of qualifications or salary. Nor is there any evaluation of a teacher's work even in longer courses which would provide some basis for recognition.
- The courses are not sufficiently co-ordinated to make the best use of the resources available.
- The resources in terms of building, equipment and staffing are woefully inadequate.
- There is little in the way of professional education for the people who accept responsibility for teaching or organising this special kind of adult education.
- Where opportunities are available for full-time study, the involvement of teachers is seriously limited by the few teachers' bursaries available.
- The popular Diploma in Teaching courses are also restrictive in that they do not allow for ready advancement beyond the Diploma qualification level.

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APPENDIX B.

CAREER PATTERNS WITHIN THE PRIMARY SERVICE

The general pattern of promotion in primary schools is as follows:

Following their three years of pre-service training, teachers are placed for one year with a class. On the successful completion of this year, the Trained Teachers Certificate is awarded. These people are then usually placed for two years in a Scale A position under the Initial Appointments Scheme. Before any further promotion can take place, these teachers must have a minimum of five years certificated service in a Scale A position, of which two years must be classed as Country Service, otherwise no teacher may take up a Division B position until the age of 30.
*It is at this stage, that further teacher education becomes necessary because Division B appointments include minor positions of responsibility, senior teachers and senior teachers (Junior Classes) in smaller schools. One and two teacher country schools
*are sometimes gained here and it is important that these people receive training before taking up their positions.

After serving three years in a Division B position, and a total of thirteen years certificated service, a teacher may apply for a Division C report which would entitle him to apply for C positions. These are usually the equivalent of First Assistants in larger schools, S.T.J.C.s in larger schools and principalships of moderately sized schools.

* It is at this stage that further training of an administrative and organisational nature becomes necessary.

Following three years in a Division C position, a teacher may apply for a Division D report which entitles him to apply for Division D positions which are principalships of large primary and intermediate schools. By this time, the administrative task has become quite complex and matters such as school organisation, personal relationships, qualities of leadership, staff training, staff utilisation, public relations and counselling
*require a great deal more expertise. For this task preliminary teacher education is essential.

In addition to such a career structure, some teachers leave the main stream and become in effect 'master' teachers (i.e. advisers). These are usually successful classroom teachers with special qualifications. BUT these people have no structured opportunity to be trained in the tasks and situations which they will be faced with.

Similarly, Visiting Teachers, coming from Division B or Division C streams usually learn by doing. As such teachers are assuming the role of counsellors, with children, parents and
*teachers, some form of in-service work is urgently needed here also.

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* At these points further teacher education is required.

APPENDIX C.

CAREER PATTERNS WITHIN THE SECONDARY SERVICE

Following pre-service university and teachers college courses secondary teachers apply for a permanent or full-time relieving position. After one year of satisfactory teaching service a Trained Teachers Certificate is awarded. The present grading system which places secondary teachers into categories within Lists A, B and C is currently under review and will not be described here. Subject to certain country service requirements, secondary teachers with the appropriate qualifications and experience may apply for more senior positions at any time. The great majority (about 65%) of secondary teachers are, however, classified as assistant teachers and for these people a wide variety of continuing education courses in the various subject areas, classroom management, modern teaching techniques and evaluation, need to be provided.

After five to ten years of teaching within the secondary service, more able teachers will be appointed to positions of responsibility. Such a post is likely to be in a subject area although some may assume responsibility for a level within a school or for a special group of pupils. In preparation for such promotion or upon attaining such a position, teachers would apply for courses in the administration of a subject department, or for specialist courses in the education of Maori or Island groups, remedial education etc. Many teachers will remain as Heads of Department, or with special responsibilities within the school, and for these teachers periodic refresher courses will be necessary to update their subject material, methods and approaches.

In the latter half of their career, a smaller group of secondary teachers with a background of success in the classroom and in the administration of a subject department, tend to enter senior administrative positions within the school. While most of those holding positions as senior masters, senior mistresses, deputy principals or principals continue to do some classroom teaching, the majority of their time is taken up with administration - a role for which they have had no specific training. A wide variety of courses in administration, school management, counselling and curriculum development would seem to be appropriate. Similarly, secondary school principals represent a group for whom very few courses are presently provided.

Although most secondary teachers remain as classroom teachers, perhaps holding a position of responsibility, and others accept senior administrative positions within secondary schools, there are some who take up positions as librarians or counsellors. While at present the number of such positions is not great it is expected that such positions will become increasingly important in future years. Other secondary teachers move to positions in the Department of Education as inspectors, advisers, curriculum development officers, psychologists, vocational guidance officers etc. Others take

up positions in teachers colleges, technical institutes and universities. For many of these positions, further continuing education courses are a necessary preparation.

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