



SUBMISSION on Education Issues for Legislation in 2018

Submission 087/18

Prepared on behalf of COMET Auckland, April 6, 2018

Whakatauāki

E kore e taea e te whenu kotahi
ki te raranga i te whāriki
kia mōhio tātou ki ā tātou.
Mā te mahi tahi o ngā whenu,
mā te mahi tahi o ngā kairaranga,
ka oti tēnei whāriki.
I te otinga
me titiro tātou ki ngā mea pai ka puta mai.
Ā tana wā,
me titiro hoki
ki ngā raranga i makere
nā te mea, he kōrero ano kei reira.

The tapestry of understanding
cannot be woven by one strand alone.
Only by the working together of strands
and the working together of weavers
will such a tapestry be completed.
With its completion
let us look at the good that comes from it
and, in time
we should also look
at those stitches which have been dropped,
because they also have a message.

- Kūkupa Tirikatene

About COMET Auckland

[COMET Auckland - Te Hononga Akoranga](#) is an independent charitable trust and Auckland Council's CCO focused on education, skills and lifelong learning across Auckland and, increasingly, other parts of the country. Our latest Statement of Intent is [here](#).

Introduction

Thank you for the opportunity to comment on issues for education legislation in 2018. COMET Auckland has comments on the following:

- Repealing Communities of Online Learning
- Protecting the public interest in Education Council decision-making
- Establishing a College of Educational Leadership
- Reinstating a skills leadership role for ITOs

We are interested in presenting an oral submission, if this can be done in Auckland.

Repealing Communities of Online Learning

COMET Auckland is in favour of repeal. We argued strongly against Communities of Online Learning in our submission on the Education Act (Update) Amendment Bill 2016 and support repeal for the same reasons, including:

- Scepticism about the assumption that a solely online learning process could fully replace face to face learning. Relationship is central to engagement.
- Not all families have access to computers or the internet. COOL would be less accessible to families in remote areas and from low socio-economic backgrounds.
- Distance learning had previously been a last resort for school-age learners. The COOL legislation posed the risk of a plethora of low-quality providers starting up, with little or no capacity to engage directly with students who might disengage or become socially isolated.

At the time we urged much broader and deeper consultation. That discussion on the future of online learning is still very much needed and repealing COOL would be an essential step.

Protecting the public interest in Education Council decision-making

COMET Auckland agrees with the two proposals:

- Requiring the Education Council to consult government on issues relating to teacher training and registration, and
- Enabling the Minister to issue a policy statement on matters relating to the teaching profession.

We would add that the legislation should require the Minister's consultation with the Education Council ahead of issuing any such policy statement to be meaningful, genuine and prompt.

We would also like to comment on the proposed changes to the Education Council's composition.

COMET Auckland supports the move to include elected sector representatives. There also needs to be a balance with Ministerial appointees which should include community/non-sector representatives including Trustees and parents. We also believe here should be a place reserved by

right for a representative of Ngā Kura ā Iwi, Te Rūnanga Nui o Ngā Kura Kaupapa Māori and Te Akatea Māori Principals Association.

Establishing a College of Educational Leadership

COMET Auckland supports the need to set qualifications for leadership positions and to ensure that quality professional development programmes are available for educational leaders. However, we do not believe it is necessary or useful to establish a new entity for this purpose.

We recommend the Education Council should have that power and responsibility. If a College of Educational Leadership is established it should be under the Education Council and not a separate organisation. We support this option for all the reasons outlined in the discussion paper as well as the likelihood it would enable teachers destined for leadership to be identified and supported with PLD earlier in their careers.

It is important to identify qualifications and skill requirements for leadership roles in schools and having these accredited by the Education Council would be a welcome move. A number of organisations, including the Council itself, are already providing leadership PLD but there's no requirement to undertake that training or gain any qualifications to be eligible for leadership. Having defined minimum skills and accreditation for leadership will be invaluable to Boards of Trustees. The Education Council (or a College within the Council if one were established) would set those requirements to be met by various training providers.

We believe this option would not restrict the government's ability to deliver PLD for educational leaders within other work programmes. Nor does it hinder private schools from funding the provision of PLD that meets the Education Council requirements.

The proposed Education Advisory Service would presumably be able to contract for provision of all centrally-funded leadership PLD as long as the minimum qualification requirements are met. Similarly, the Service would address the need for a regional presence to work with individual schools and principals.

Reinstating a skills leadership role for industry training organisations

COMET Auckland supports reinstating the statutory acknowledgement of the skills leadership role for ITOs. However, to avoid repeating the mistakes of the past we believe it should be a collaborative, shared role with industry associations, tertiary providers and other key stakeholders. Collaborative leadership broadens the perspective and shifts the model from competitive to cooperative.

Leadership functions should include:

- Strategic skills and thinking
- More constructive engagement with industry and business
- Improved linkages along the pathway from school to tertiary training to employment

- Skills forecasting and information dissemination to tertiary providers and schools
- Joined-up policy and funding arrangements across government

The Industry Training Federation will need significant funding and capacity-building to succeed in this expanded role. If the ITOs are to be working in the education sector they too will need skills development for working with young people.

There also needs to be much stronger incentives for individual ITOs to co-operate rather than to compete for students. Students should be able to move more agilely between trades. There are many capabilities that can transfer across different trades and ITOs need to work out how to enable rather than hinder that flexibility.

Contact for communications:

Susan Warren, chief executive, COMET Auckland

Email susan.warren@cometauckland.org.nz

Ph 09 307 2101, Mobile 021 757 048, Fax 09 379 5053

PO Box 3430, Shortland Street, Auckland 1140

www.cometauckland.org.nz