Carpe Diem: Train your own teachers - Auckland Schools’ Teacher Training Programme

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2010-2020

Background
Westlake Initiatives
Current Teacher Training
Landscape
Background:
Right now, in Auckland and the rest of New Zealand...

- Principals are really concerned by the decreasing number of student teacher enrolments at various Universities – down across the board.
- Principals cannot fill vacancies in critical subject areas like Technology and are calling back retired teachers.
- Principals are using teachers to teach subjects they aren't trained for due to the critical shortage in this area.

- 12 Auckland secondary school Principals launched this programme in October 2020 for the 2021 academic year.
- 21 teacher trainees were appointed by these schools.
- Partnership with University of Waikato for one-year secondary teaching diploma.
Rationale

New Model

- Frustration with current model
- Community based recruitment

Address the teacher shortages, particularly in key subject areas of Science, Technology, Maths and Māori

Key Focus

- Invest in and obtain the best possible teachers in the classroom
- Focus on people who are changing careers, as well as graduates
- Immersive learning in key specialist areas.
Discussion Group: People from different countries

• What are the critical teacher shortage areas in your school/city/country?
• Have any measures been introduced to address these shortages, specifically regarding teacher training?
• How successful have they been?
• Are there lessons that we can learn from each other?
• Would this model work in your region?
Nuts and Bolts: How the Programme works

**Overall Design:**
- Teacher trainees complete their training while immersed in a school environment for a full year.
- Trainees are based at one school for the full year (+one 5-week practicum at another school).
- University course fees are covered by the participating school, from either BOT or MOE funding.
- Stipend of $12,500 to support teacher trainee expenses, as well as the provision of laptops.
- Goal is to offer them a job once their study is completed - expectation of 2 years' service.

**University Study:**
- In person induction at the university at the beginning/middle of the year – online learning for the remainder of the year.
- Cohort works together on group tasks – also have previous/current trainees available as support.

**Classroom:**
- Generally allocated two classes – one senior specialised subject area and one junior learning area. Their role builds and grows each term, taking on more responsibility starting with classroom observations, moving to co and team teaching and then full teaching by the end of Term 1.
Professional Development:

• Mentoring and professional development managed by the school. Each trainee is assigned an experienced mentor teacher in their curriculum area for the year.

• Each of the 12 founder schools also host a full day professional development session for the whole cohort i.e., twelve workshops per year – opportunity to connect with other trainees' face to face:
  • Teaching expectations and standards
  • Classroom management
  • Delivery of instruction
  • Planning assessment
  • Understanding curriculum
  • Student learning support
  • Cultural responsiveness and inclusiveness
  • Building a positive classroom environment
  • Professional Code and Standards
  • Working as a teacher – Power and Politics
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Comparison to Existing Teacher Training

Uniqueness

Essential differences
Challenges and Obstacles

- Faltering beginnings with University

- ‘Integrating’ curriculum – diversification of teaching and teaching teams

- Over assessment, coupled with poorly designed assessments

- Communication breakdowns (in-house, with students and partners)

- Lack of flexibility

- What other challenges and obstacles can you envisage?
Recruitment

Focus is on attracting candidates trained in Maths, Science, Technology and Te Reo, but generally focussing on good people.
Application and Enrolment
Key Metrics

2021
Age Groups of Current Cohort

- 20-30, 32
- 30-40, 12
- 40-50, 10
- 50-60, 8
Undergraduate Qualifications of 2023 ASTTs

- BA: 16
- BSC: 14
- BBS: 4
- BENG: 3
- BADMIN: 3
- BSPORT/REC: 3
- BCOMM: 2
- PHD: 2
- GradDip: 2
- BDESIGN: 2
- BSS: 2
- M ED: 1
- BA LLB: 1
- MA: 1
- None: 1
- B Nutrition: 1
- TRADE Cert: 1
- HOSP Cert: 1
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2023 Teacher Trainee Subject Areas

- Social Sciences: 16
- Sciences: 12
- Technology: 9
- Commerce: 5
- Mathematics: 5
- English: 5
- Māori: 5
- Art: 3
- PE/Health: 3
- Foreign Languages: 2
- Religious Studies: 1
- Music: 1
- ESOL: 1
- Drama: 1
- Foreign Languages: 2
- Sciences: 12
- Social Sciences: 16
Further Information – Questions

www.schoolbasedtraining.org