



16 March 2018

S18.09

Submission to the Education Council on the Draft Leadership Strategy for the Teaching Profession of Aotearoa New Zealand

- 1.1. The National Council of Women of New Zealand, Te Kaunihera Wahine o Aotearoa (NCWNZ) is an umbrella group representing 245 organisations affiliated at either national level or to one of our 19 branches. In addition, about 350 people are individual members. Collectively our reach is over 350,000 with many of our membership organisations representing all genders. NCWNZ's vision is a gender equal New Zealand and research shows we will be better off socially and economically if we are gender equal. Through research, discussion and action, NCWNZ in partnership with others, seeks to realise its vision of gender equality because it is a basic human right. This submission has been prepared by the NCWNZ Education Standing Committee, based on NCWNZ established policy.
- 1.2. **The main feedback NCWNZ has is that strategies for addressing the gender imbalance in school leadership are missing from this draft document.**
- 1.3. Teaching is a female dominated profession, with data from Education Counts website showing almost three times as many women teachers as men in state and state integrated schools. Despite this imbalance at the more junior levels, the number of principals is relatively gender balanced. This means that a male teacher is far more likely to proceed through to a leadership position than a woman teacher – 9% of the male teaching workforce are principals and only 4% of the female teaching workforce are principals. Such gender inequality of career paths should be addressed, yet this draft leadership strategy is silent on this subject.
- 1.4. There are many reasons that this gender imbalance in career progression exists, and the Education Council should not jump to conclusions about solutions. Many factors contribute to gender inequality, including the conscious and unconscious biases of all parties. Areas that could be looked at include:
 - Boards of Trustees preferring to appoint men.
 - Women not being encouraged to apply for principal positions.
 - Flexibility of employment conditions, and ensuring that those taking advantage of flexible arrangements are not subsequently penalised in terms of career progression to leadership.

- Consideration of how leadership development is provided for those in temporary, part-time and/or itinerant employment, or those with long employment breaks (all of which relate more to women teachers than men).
- Recognising the impact, influence and importance of teachers' own whānau and families.

1.5. A further comment relates to the early childhood education and care [ECEC] sector. Our Education Committee wondered if the generic approach of this draft leadership strategy would effectively accommodate the diversity within the ECEC sector.

1.6. In summary, NCWNZ would like to see visible strategies for addressing the gendered imbalance in leadership within the school sector, and consideration given to how this leadership strategy would fit within the diversity of services in the ECEC sector.



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Chief Executive



Suzanne Manning
Convenor, Education Standing Committee