



6 April 2018

S18.13

## **Submission to the Education and Workforce Committee on the Education (Protecting Teacher Title) Amendment Bill 9-1**

- 0.1. 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 and the Parliamentary Watch Committee, based on previous consultation with the membership of NCWNZ and established policy.

### **1. General Comments**

- 1.1. NCWNZ members support the principle of ensuring that teachers are appropriately qualified, and preferably registered. Protecting the title of 'teacher' is one way to do this. Our submission on the Education Amendment Bill of 2013<sup>1</sup> that introduced Kura Hourua/ Partnership schools had this to say:

The members responding to this current Bill once again emphasised that having unqualified and unregistered teachers in our schools is not acceptable to us. NCWNZ feels very strongly about the importance of teachers to the quality of education, and the role of credentials and registration in setting standards for teachers and providing protection for students and families. NCWNZ passed resolution 5.12.5.5 in 1992,<sup>2</sup> calling on the Minister of Education to "ensure that only trained, qualified and registered staff be employed to teach in New Zealand schools", and this sentiment was expressed again in the submission S05.13<sup>3</sup> on the Education Amendment Bill 2004 that supported

<sup>1</sup> NCWNZ. 2013. Submission to the Education and Science Select Committee on the Education Amendment Bill 77-1. S13-01. <http://www.ncwnz.org.nz/wp-content/uploads/2013/06/S-13.01-Education-Amendment-Bill-77-1.pdf>

<sup>2</sup> NCWNZ. 2012. 115 years of resolution.. <http://www.ncwnz.org.nz/wp-content/uploads/2013/06/115-years-Register-everything-2.pdf>

<sup>3</sup> NCWNZ. 2013. Submission to the Education and Science Select Committee on the Education Amendment Bill 2004. S05.13. <https://www.ncwnz.org.nz/wp-content/uploads/2013/06/S05.13-Education-Amendment-Bill-2004.pdf>

appropriate training and registration for teachers, and again in submission S09.16<sup>4</sup> on the Education Amendment Bill 25-1, 2009, where we stated “we largely support the intention of the Bill to have only registered teachers teaching and safe people having access to children.”

- 1.2. Further, members were supportive of the recent move to protect the title of ‘social worker’, subsequently reflected in a recent NCWNZ submission to a Select Committee on the registration of social workers, because of strong commitment to protecting the vulnerable people with whom these people work.<sup>5</sup> Some member responses for that submission included drawing parallels between social workers, and teachers or nurses.
- 1.3. However, the wording of this legislation requires further refinement. Two points are raised here.

## 2. Comment on Clauses

### Clause 2: Commencement

- 2.1. If this Bill was passed, it would become an offence overnight to be called a ‘teacher’ if one did not have the appropriate qualifications. This appears to be an unreasonable expectation. We would recommend a suitable transition period.

### Clause 4: Section 348 amended, Interpretation

- 2.2. Including a list of specific qualifications in legislation in this way is problematic, as qualification types and names are continually changing. This list is already out of date. If someone gained a teaching qualification this year from the University of Auckland or Victoria University of Wellington, they could gain a Bachelor of Education (Teaching); if they gained their degree from the Universities of Waikato or Otago, they would have a Bachelor of Teaching, and if they received it from the University of Canterbury they would have a Bachelor of Teaching and Learning. Further, the teacher education sector is moving towards post-graduate qualifications, including post-graduate diplomas and masters’ degrees. This diversity need to be accommodated in any legislation, and consideration given to future-proofing.

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<sup>4</sup> NCWNZ. 2009. Submission to the Education and Science Select Committee on the Education Amendment Bill (25-1). S09.16. <https://www.ncwnz.org.nz/wp-content/uploads/2013/06/S09.16-Submission-to-the-Education-and-Science-Select-Committee-on-the-Education-Amendment-Bill-25-1.pdf>

<sup>5</sup> NCWNZ. 2018. Submission to the Social Services and Community Committee on the Social Workers Registration Legislation Bill. S18-01. <https://www.ncwnz.org.nz/wp-content/uploads/2018/01/S18.01-Social-Workers-Registration-Legislation-Bill.pdf>

### 3. Conclusion

- 3.1. NCWNZ members support the principle of protecting the title of 'teacher' by restricting its use to someone who is both qualified and registered. However the wording of the Bill requires further development.



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