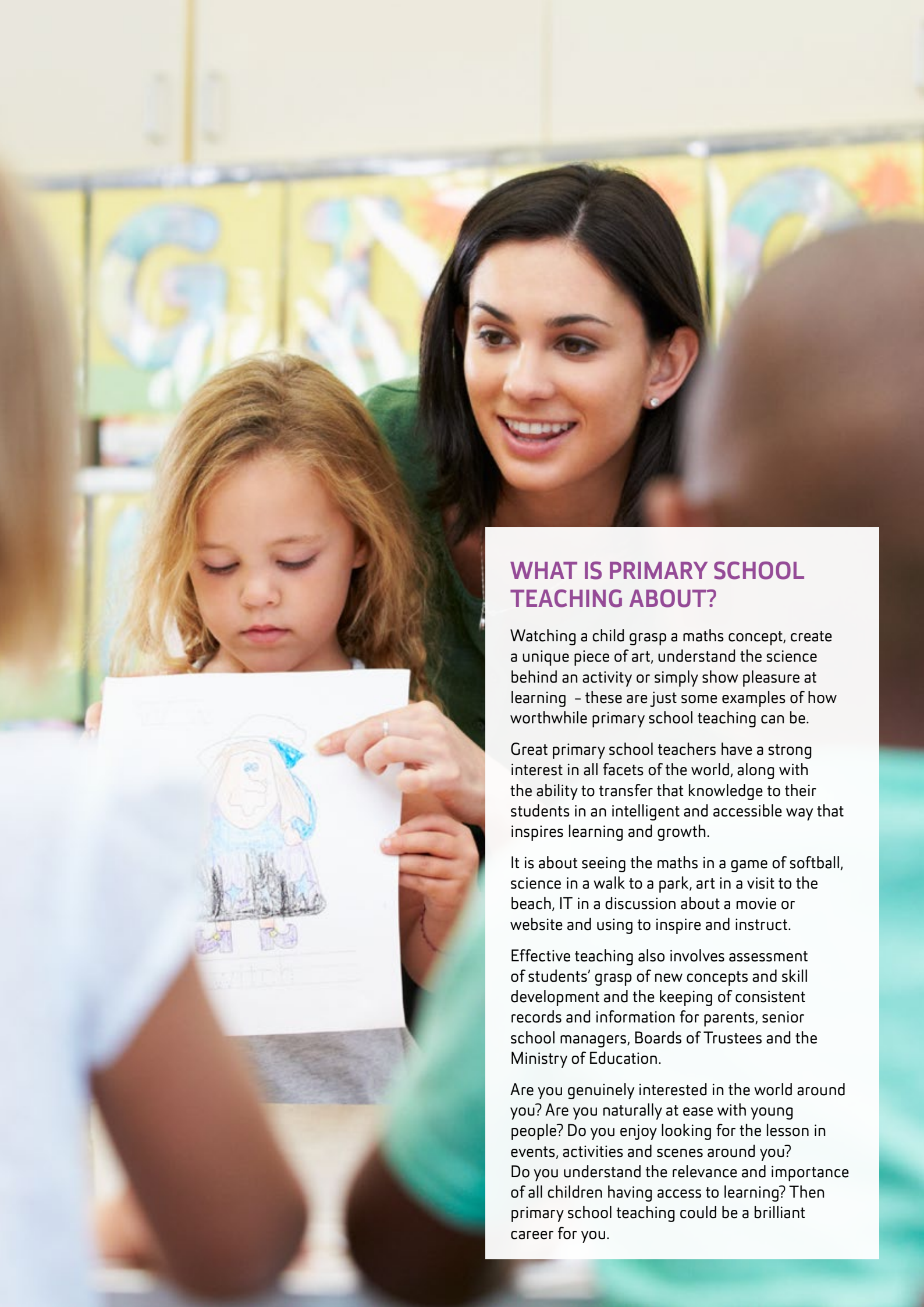


AUT

# A FUTURE IN PRIMARY SCHOOL TEACHING





## WHAT IS PRIMARY SCHOOL TEACHING ABOUT?

Watching a child grasp a maths concept, create a unique piece of art, understand the science behind an activity or simply show pleasure at learning – these are just some examples of how worthwhile primary school teaching can be.

Great primary school teachers have a strong interest in all facets of the world, along with the ability to transfer that knowledge to their students in an intelligent and accessible way that inspires learning and growth.

It is about seeing the maths in a game of softball, science in a walk to a park, art in a visit to the beach, IT in a discussion about a movie or website and using to inspire and instruct.

Effective teaching also involves assessment of students' grasp of new concepts and skill development and the keeping of consistent records and information for parents, senior school managers, Boards of Trustees and the Ministry of Education.

Are you genuinely interested in the world around you? Are you naturally at ease with young people? Do you enjoy looking for the lesson in events, activities and scenes around you? Do you understand the relevance and importance of all children having access to learning? Then primary school teaching could be a brilliant career for you.

## OUTLOOK AND TRENDS

**Innovative Learning Environments** – One of the biggest current trends in primary education is the creation of innovative learning environments (ILEs), multi-space areas where teachers work alongside each other rather than in a single-cell classroom. They are designed to foster a more independent environment with a focus on inquiry learning and personalised learning programmes. Graduates need to work very collaboratively in these spaces, working alongside other teachers rather than in their own closed classroom space.

**Focus on digital fluency** – Keeping up with new technologies can be a challenge for schools due to issues such as affordability, skill level and ICT procurement. Professional development is a particular issue with more funding needed to develop the digital literacy of current staff. Graduates who are digitally capable will be highly sought after.

Source: NZEI

**Te reo Māori** – There is a shortage of teachers of te reo Māori and Māori-medium teachers in the primary and secondary sectors. Māori and Pasifika teachers are in demand, both for language skills and as role models for Māori and Pasifika students.

Source TeachNZ

**Diverse educational needs** – The number of learners with diverse educational needs, including dyslexia, dyspraxia and autism, are a normal part of a classroom teacher's experience in mainstream classrooms. NZEI is calling for more investment by the Ministry of Education into trained experts and teacher aides to support classroom teachers.

**Communities of learning** – Introduced in 2015, communities of learning are groups of schools and kura coming together to share expertise and learning and to support each other to help raise achievement of students. New education roles are evolving for these communities opening up new career pathways for experienced teachers.

**Demand and supply** – During the next 20 years, there will only be a 3.2% increase in the population of children 15 years or under. This means long-term demand for teachers is not expected to grow significantly, according to 2015 Occupational Outlook. To open up employment opportunities, graduates must be prepared to do relieving, move to other regions (with exception of Auckland), or isolated rural areas.

Source: Ministry of Business, Innovation and Employment (MBIE)



## WORK SETTINGS

The culture and settings within primary schools vary a lot depending on the population of the school, its structure and leadership and the social demographics of the community around it.

**Primary school** – Children begin primary school as 5 or 6 year olds. They move to intermediate school as 10/11 year olds or remain at primary school until they are high school age. A number of schools offer Year 7 to 13 options, including some religious and private schools, and kura kaupapa Māori schools (run on whānau-based Māori philosophies).

**Intermediate schools** – These provide a more focused learning approach for students in their last two years of primary school (years 7 and 8) with different classroom approaches and specialist classroom teachers, eg art, sport. Most intermediate schools are organised in a similar way to high schools with students changing classrooms for at least some subjects.

**Other options** – There are also a number of area schools (year 1-Year 13) based in rural areas and a handful of middle schools offering education to students from year 7 to year 10 (10 to 14 year olds).

## SKILLS AND KNOWLEDGE

- Commitment to the Treaty of Waitangi through the practice of tikanga Māori and use of te reo Māori with children, whānau and colleagues, and through appropriate teaching strategies
- Highly competent at facilitating effective cross-cultural practices and communication
- Works within a sound theory and practice of teaching and learning knowledge
- Uses sensitive, safe and appropriate theory and practice that respects children, whanau/family and colleagues
- Demonstrates high expectations of their students ability to learn and grow

- Effective communicators with children, colleagues, other professionals, parents and whanau/family
- Effective facilitators and teachers who use holistic approaches based upon curriculum documents, children's identified interests, strengths and abilities of diverse learners
- Uses data to inform practice, link theory to practice and compare and contrast research with personal experience and knowledge
- Critical inquirers who ensure their practice is justified and informed by theory and supportive of children's metacognition (higher order thinking) through reflection on their teaching practice.
- Ethical professionals who demonstrate collegial practice that is accountable, and legally, professionally and ethically acceptable

## PERSONAL QUALITIES

- Strong interpersonal skills, empathetic and caring
- Firm and fair with a sense of humour
- Positive and able to motivate children
- Relationship builder and team player

## SALARY GUIDE

Most teachers are employed on full-time contracts directly linked to salary scales in the relevant Employment Agreement. Higher qualifications, eg a subject or specialist degree held in addition to a teaching qualification, can lead to a higher starting salary and faster progression to the top of the scale.

	Salary (per year)
Beginning teacher with Bachelor's teaching degree	\$46,117 - \$69,099 (up to 7 years)
Beginning teacher with Bachelor's degree, plus recognised teaching qualification	\$47,662 - \$73,000 (up to 7 years)
Beginning teacher with a Level 9 specialist/ subject qualification, plus recognised teaching qualification	\$52,220 - \$73,000 (up to 7 years)

To progress up the salary scale a teacher must demonstrate they're meeting the registered teacher criteria of the Education Council of New Zealand.

Schools can also allocate 'units' to teachers for management positions or extra responsibilities. Each unit is worth \$4,000 and is paid in addition to a teacher's base salary.

Source: TeachNZ (2015-2016)

**Beginning Teacher Support** - Beginning Teacher Allowance funding is attached to schools for new teachers' professional development, induction and mentoring. This can be used to give the teacher time out of the classroom, attend workshops, or work with their allocated mentor. The funding of time allocation lessens in the second year but mentoring continues for two years or longer, if needed.

Source TeachNZ

Salary range is indicative of the New Zealand job market at the time of publication (early 2016) and should only be used as a guideline.

## PROFESSIONAL REGISTRATION

In order to gain professional registration as a teacher, graduates apply to the Education Council of New Zealand for provisional registration and a practicing certificate. They then enter a school as a provisionally registered teacher. They must teach for at least two years, completing an induction and mentoring programme to gain full registration.

## THE AUT APPROACH

AUT primary teaching degree students gain experience in primary schools from their first semester. They complete two practicums in their first year (six days in the first semester and three weeks in the second), then two 4-week practicums in their second year, and two 5-week practicums in their third year that often lead to teaching positions.

As well as the Bachelor of Education (Teaching - Primary) there is another pathway into primary school teaching, the Master of Teaching and Learning (Primary), open to people with a bachelor's degree who want to become primary school teachers.

## FURTHER STUDY OPTIONS

There are a range of postgraduate study and research areas available in education, including the Postgraduate Certificate and Postgraduate Diploma in Education, Master of Education, Master of Educational Leadership and Master of Teaching and Learning (Primary). A Doctor of Education and Doctor of Philosophy (PhD) are also offered in education.

Research areas include educational policy, e-education, Mātauranga Māori, Pasifika education, teacher education, social and emotional education, standardised testing and assessment, induction programmes for beginning teachers, mentors and mentoring.



## DILLON RUNGAN

Primary school teacher for Year 5 students (9-10 year olds) – Epsom Normal Primary School

Bachelor of Education (Primary School Teaching – Montessori)\*

“I am now in my 7th year of teaching. I teach 9-10 year olds and have 24 currently in my class. I am responsible for teaching each child to their best ability within the whole class, small group and individual situations. I teach my class writing, reading, maths, topic (inquiry), art, te reo and PE & sport.

I am also a Year 5 team leader. This involves regular interactions with all 96 students in Year 5 and supporting the teachers in my team.

I work in a collaborative open learning environment with another class and teacher. This allows students to work with other classes, and means we can teach to our strengths – mine are maths and PE. The lead teacher for a subject will take a large group, while the supporting teacher takes smaller groups, say for those needing more support or to extend their current understanding.

I really enjoy the lightbulb moments when students understand a new concept and see themselves as successful learners. I also enjoy learning alongside the students, it is important that we role model that we are learners as well as teachers.

Teaching requires a lot of time and patience and innovation. I have to ensure the children are not only learning in an academic context, but also developing their knowledge and skills in a social context. For example, working in a group towards a statistical investigation for maths or doing experiments for science gives them the opportunity to learn new knowledge, while learning to work with others.”

\*Montessori specialty no longer available but Montessori philosophies are still covered in degree programme.

## EMPLOYER COMMENT

“When I am appointing a teacher, I look for someone who knows their strengths and how they can contribute this to our teaching community. I’m looking for an advocate for all students to achieve and who demonstrates creativity and inspiration. Dillon’s course of study set him up with a critical and sound theoretical framework on which to build a practical experience in the workplace.”

**Jane Cavanagh-Eyre**

Principal, Epsom Normal Primary School

## USEFUL WEBSITES

### TeachNZ

<https://www.teachnz.govt.nz/>

### Ministry of Education

<http://www.education.govt.nz/>

### TKI (Te Kete Ipurangi) a bilingual portal and web community for teachers

[www.tki.org.nz](http://www.tki.org.nz)

### Education Council New Zealand Matatu Aotearoa

<https://teachingcouncil.nz/content/studying-be-teacher>

### New Zealand Educational Institute (NZEI Te Rui Roa)

<https://www.nzei.org.nz/>

### Education Personnel (education recruitment company) | <https://edperson.co.nz/>


## FURTHER INFORMATION

For the most up-to-date information on study of primary school teaching and the Bachelor of Education, please visit our website: [www.aut.ac.nz/primary-teaching](http://www.aut.ac.nz/primary-teaching)

### FUTURE STUDENTS

Contact the Future Student Advisory team for more information: [www.aut.ac.nz/enquire](http://www.aut.ac.nz/enquire)


[futurestudents@aut.ac.nz](mailto:futurestudents@aut.ac.nz)

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### CURRENT AUT STUDENTS

Contact the Student Hub Advisors team for more information: 0800 AUT UNI (0800 288 864)

[www.aut.ac.nz/enquire](http://www.aut.ac.nz/enquire) | [studenthub@aut.ac.nz](mailto:studenthub@aut.ac.nz)

 @AUTEmployabilityandCareers

### EMPLOYABILITY & CAREERS

For other Future Career Sheets visit:

[www.aut.ac.nz/careersheets](http://www.aut.ac.nz/careersheets)

For employability and career support, AUT students can book an appointment through

<https://elab.aut.ac.nz/>


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The information contained in this career sheet is correct at time of printing, August 2019.

