

AUT

A FUTURE IN
**SECONDARY
TEACHING**



WHAT IS SECONDARY TEACHING LIKE?

“Education is the most powerful weapon with which you can use to change the world.”

Nelson Mandela

You never forget a good teacher. Effective teachers become vital influencers on their students' lives by immersing themselves in the culture of the school and the surrounding community. Secondary teaching offers the opportunity to instruct and inspire young people, both in New Zealand and around the world; the prospect of passing on knowledge and passion in fields of interest is a strong motivating factor for many teachers.

The breadth of people that teachers come into contact with is vast. Teachers need to be able to adapt their teaching methods and interaction to suit a wide range of learners in the class, but they must also incorporate families, whānau and the broader community into their practice. Furthermore, teachers are constantly upskilling themselves in new teaching methods, technology and broad professional development.

Teaching is about helping others to reach and exceed their aspirations, but it also offers you the opportunity to learn through the experiences of others. This shared relationship is at the heart of education, and means that the development of a teacher is always dynamic and evolving.

All New Zealand secondary teachers need to have one or two subject areas they can teach to senior level, which means that prospective teachers need to have done appropriate teaching subject(s) in their undergraduate (bachelor's) degrees.

Do you have a passion in a particular subject area that you'd like to pass on to others? Are you a skilled communicator with an ability to relate to a wide range of learners? Do you want to shape the minds of tomorrow? Do you enjoy the company of teenagers? If so, a career in secondary teaching waits for you.



OUTLOOK AND TRENDS

Modern learning environments – Teaching spaces are changing from the traditional ‘desks and whiteboard in a prefab’ model to much more dynamic, flexible, open areas designed to foster collaboration and stimulate the different learning styles of the diverse population of students in the classroom. Modern learning environments offer students and teachers the ability to do group work with fewer walls and more glass. Schools often have a central learning ‘hub’ with breakout spaces, and increased access to resources, including technology.

Source: Core Education report

TeachNZ Scholarships – Each year TeachNZ offers scholarships for teachers of subjects in need. In 2015, these are being offered to prospective teachers of Te Reo Māori. Science, Maths, IT and Technology have been on the scholarship list in the past but are not currently.

Digital technology in teaching and learning – By the end of 2016, all schools will have access to technology providing high-quality, ultrafast internet access for teaching and learning. Connected classrooms offer today’s students and teachers easier, affordable, and faster access to information, teaching and learning resources, peers, experts and the wider community.

Source: Ministry of Education

More secondary students from 2020 – Statistics NZ data indicates an increase in numbers of secondary age students from 2020, and consequently the need for secondary teachers will rise.

WORK SETTINGS

In New Zealand there are three types of schools:

- State schools – government-funded
- Integrated schools – former private schools now funded by the state
- Independent (also called private) schools – fully funded by student fees

State and integrated schools are funded according to their decile rating, which is determined by the socio-economic background of students enrolled in the school. A low decile school has a higher proportion of students from lower socio-economic backgrounds.

The main destination for graduates of secondary programmes is the classroom, but by no means are they solely employable in schools. The skills gained are very transferable, such as public speaking, research, programme planning, assessment, project management and written communication; skills that also open up opportunities throughout the public and private sectors. For example, an education officer can be employed by museums, art galleries and zoos to provide educational activities and support.

A DAY IN THE LIFE OF A SECONDARY TEACHER

8am	Arrive at school and prepare room for the day
8.15am	Staff meeting
8.45am	Form class: greet students, deliver notices
9am	Lesson one: teach Year 13s
9.45am	Lesson two: teach Year 9s
10.30am	Morning break: chat with Head of Year 12 about pastoral care programme
10.45am	Non-contact period: lesson preparation and marking
11.30am	Lesson four: teach Year 12s
12.15pm	Lunch: coaching Year 11 netball team
1pm	Lesson five and six: class trip to Museum with Year 10 group
3.20pm	Form class: farewell students, discuss assessments or other work as required
3.40pm	Departmental meeting
4.30pm	Planning for the following day
5pm	Leave for day if no other meetings, sports coaching, club or drama activities.
Evening	Often has marking, planning or assessments to complete at home.



SKILLS AND KNOWLEDGE

- Very competent at communicating with students and adults from a wide range of backgrounds
- Highly organised, and able to work well under pressure
- Ability to collaborate across teams and departments
- Broad knowledge of different teaching methods and learning styles
- Excellent knowledge of teaching subjects
- Well-developed knowledge of curriculum assessment and planning
- Effective classroom management skills, including an understanding of behaviour management
- Good research skills to keep up-to-date with best practice in teaching
- Clear understanding of school rules and procedures, including safety and emergency procedures.

PERSONAL QUALITIES

- Dedication to inclusion and social justice
- Commitment to the Treaty of Waitangi and biculturalism
- Understanding, open-minded and tolerant
- Firm and fair, with a sense of humour
- Positive and able to motivate young people
- Relationship-builder and team player
- Creative and confident
- Student-centered and inquiring

SALARY GUIDE

Most secondary teachers are employed on a national collective agreement contract that includes a salary scale and is reassessed nationally each year.

	Salary (per year)
Secondary school teacher	\$48,316-\$73,000 Teacher graduates with postgraduate education will start on a higher salary
School principals	\$78,000-\$148,000

To progress up the salary scale, a teacher must demonstrate that they have met the applicable professional standards.

Secondary schools also allocate 'units' worth \$4,000 to teachers in management positions, or to those with extra responsibilities, that are paid on top of a teacher's base salary. Higher subject or specialist qualifications can also lead to a higher starting salary, enabling progression to the top of the scale sooner.

Source: Education NZ

Additional payments for some secondary school teachers

Secondary school teachers who work in a school that is identified as one that is challenging to staff (because of its setting in either a rural or low socio-economic area), may earn an extra \$3,500 in their third, fourth and fifth years of teaching under the Government's Voluntary Bonding Scheme.

Those that teach in private or independent schools may be paid an extra \$2,000 to \$3,000 a year.

Salary range is indicative of the New Zealand job market at the time of publication (mid-2015) and should only be used as a guideline.

THE AUT APPROACH

Small intakes of around 30 students per semester ensure a supportive collegial environment.

Curriculum studies tutorials are run by currently practising teachers.

There are two intakes a year in the Graduate Diploma in Secondary Teaching – in February and July. Students complete 15 weeks of practical teaching in schools (practicums) during the year.

FURTHER STUDY OPTIONS

First-year secondary school teachers are provisionally registered with the Education Council, and are issued with a practising certificate. After two years of satisfactory teaching work they gain full registration.

The Master of Educational Leadership is of interest to those considering senior management roles in educational organisations.

Research areas for teaching staff:

- Bicultural issues in education
- Pasifika
- Alternative education
- Professional, curriculum, and resource innovation and development
- Aims, competencies, content, processes, and learning/teaching tasks
- Course and programme design

A portrait of Sean McWilliams, a man with short brown hair and a slight smile, wearing a blue patterned shirt and a dark blue blazer. He is standing in front of a window with a view of greenery outside. To his left, there are framed pictures of insects on the wall.

SEAN MCWILLIAMS

Science Teacher, Westlake Boys High School

Master of Science (Biology), Graduate Diploma in Secondary Teaching

“I was using my science research skills to do dataset analysis for a human resources company, and I really disliked the lack of interaction and being stuck in front of a computer all day. I had enjoyed tutoring and lab demonstrating at uni, so I enrolled in the teaching qualification, which was excellent.

The work is really diverse and stimulating. Aside from the core task of helping students understand scientific concepts in class, I co-facilitate the school environmental council, I sit on a committee that organises staff professional development, and I coach sports.

Most of all I enjoy the social aspect – conversations with staff and students and engaging learning. If you can create and maintain enthusiasm for the subject matter in the class, the job is really easy and fun. Without that, it can be a grind.

I’m not interested in senior management within a school, but being an HOD would be great. As long as I can get into the classroom and engage with students, I’ll be happy.”

EMPLOYER COMMENT

“There are many key competencies for a teacher in a NZ secondary school. Firstly, building relationships with ākonga (learners) is essential. As a teacher, Sean must demonstrate that he is committed to bi-cultural partnership in Aotearoa, New Zealand. Building relationships with a wide range of colleagues is also vital. Teachers must demonstrate they have the ability to plan and implement learning programmes appropriate for the range of students in their class, and have a variety of tools to assess them, against curriculum levels.

Sean has a natural ability to communicate with people, and builds relationships with his students. He is an active learner himself, and this is a key quality of a good teacher. “

Matthew Russell

Head of Science Faculty, Westlake Boys High School

USEFUL WEBSITES

TeachNZ

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

Education NZ

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

Education Council (formerly NZ Teachers' Council)

<https://teachingcouncil.nz/>

Education Gazette

<https://gazette.education.govt.nz/>

Post Primary Teaching Association


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

FURTHER INFORMATION

For the most up-to-date information on studying to become a secondary teacher, visit our website: www.aut.ac.nz/highschoolteaching

FUTURE STUDENTS

Contact the Future Student Advisory team for more information: www.aut.ac.nz/enquire
futurestudents@aut.ac.nz

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CURRENT AUT STUDENTS

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EMPLOYABILITY & CAREERS

For other Future Career Sheets visit:

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.

