

House of Representatives

Supplementary Order Paper

Wednesday, 26 November 2014

Education Amendment Bill (No 2)

Proposed amendments

Catherine Delahunty, in Committee, to move the following amendments:

Clause 38: new section 365

In *clause 38, new section 365*, delete “and to enable those with specialist skills but not a teaching qualification to teach” (page 43, lines 34 to 35).

Clause 38: new section 366

In *clause 38*, replace *new section 366(2)* (page 44, lines 4 to 10) with:

“(2) The Education Council must grant a limited authority to teach if it considers that the applicant is of a suitable disposition and the applicant has the skills that are in short supply.”

Explanatory note

This Supplementary Order Paper amends *clause 38, new sections 365 and 366*, to limit the purpose and circumstances for when a limited authority to teach may be granted solely to genuine issues of supply of specialist skills.

Clause 38, new sections 365 and 366 outline a proposed new purpose for granting “limited authority to teach” and the criteria that will be considered by the Education Council of Aotearoa of New Zealand before granting a limited authority to teach. As currently drafted, these provisions include an option for such an authority to be granted where the applicant simply has the “skills and experience appropriate to advance the learning of a student or group of students”. This would significantly, and inappropriately, broaden the range of situations where an unqualified person may be enabled to teach students in state and state-integrated schools.

All students in public schools deserve the opportunity to be taught by teachers who are trained and qualified to be teachers.

Teaching is a complex activity that cannot be done well by those without the appropriate teacher training. The possession of specialist skills such as technology or ICT skills does not ensure that a person can enable learning for a group of diverse students. Knowledge of the school curriculum is also important. Limited authority to teach should be confined to those situations where the professional leader can provide evidence that a trained and qualified teacher simply cannot be found. The authority should continue to be granted for only a limited time, and professional leaders should be required to make ongoing efforts to fill the position with a trained and qualified teacher.
