

# Forewords

## Ngā Kupu Whakataki

### Minister of Education

This set of learning materials is an important outcome of the Inservice Teacher Education Practice (INSTEP) project, the first project funded by the Ministry of Education specifically aimed at developing a knowledge and evidence base about effective inservice teacher educator practice and learning.

Recent evidence presented in the *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* (2007) describes the critical role of external experts, including inservice teacher educators (ISTEs), in effective teacher professional learning and development. The TPLD BES notes that, in the studies it reviewed, the presence of an external expert by itself did not guarantee success and, further, that the skills of the providers and what they did to promote teacher learning were rarely the subject of investigation.

The INSTEP project set out to investigate gaps in our knowledge about effective ISTE practice; these learning materials embody the understandings developed through the research and development activities of the project.

One of the principles underpinning *Ki te Aotūroa* is that ISTE practice can be said to be effective when it strengthens teachers' practice in ways that improve outcomes for diverse students. This principle affirms the responsibility we all share as we seek ways to improve outcomes for all students.

I commend this resource to all inservice teacher educators – advisers, facilitators, resource teachers, and in-school leaders of professional learning. The materials reflect the discussion and learning of more than 350 participants in the INSTEP project. They do not provide a recipe for success; rather, they are intended to promote collaborative inquiry and ongoing learning for ISTEs, whether new or long-experienced in their role. I know they will spark further investigation and research.



The Hon. Chris Carter  
Minister of Education

## Helen Timperley, John Loughran, and Lorna Earl

These learning materials are a legacy of the INSTEP research and development project. One of the rationales for INSTEP was to address a gap in educational research and literature about the practice and learning of inservice teacher educators (ISTEs). *Ki te Aotūroa* makes a significant contribution to filling that gap; through its proposed theory of improvement and chapters on areas of ISTE knowledge and expertise, it provides an important knowledge base that will inform and strengthen a principled approach to the professional practice and learning of teacher educators.

*Ki te Aotūroa* also offers compelling evidence of the value of adopting an inquiry approach for the development of practice. The learning cases and learning stories provide strong examples of ISTEs placing themselves in challenging and risky situations in which their learning about themselves shapes their subsequent practice in meaningful ways. The participants demonstrate a deep concern about how they work with others and, in relation to self-study, a desire to seek evidence to inform change and ensure genuine professional learning. The approaches to inquiry discussed and illustrated throughout the materials will help ISTEs see into practice in ways that can shape not only what is learned but also how that learning is put into action to help others.

The *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* (2007) concluded that little attention has been paid to identifying or developing the knowledge and skills ISTEs require for working with teachers in ways that have positive outcomes for students. Yet the pivotal role of ISTEs in assisting teachers to improve outcomes for students was very evident. The synthesis identified that the most powerful professional development for teachers involves them in an inquiry and knowledge-building cycle that starts with the identification of students' needs, moves to develop the skills and knowledge teachers require to meet those needs, and then checks to find out if changes in teaching practice have achieved the desired outcomes. These learning materials have adapted this cycle to show the critical place of ISTEs and their learning in improving outcomes for students. They will make a significant contribution to ISTEs' own inquiry and knowledge building.

*Ki te Aotūroa* also reflects the importance for ISTEs of collaborative inquiry, a systematic process by which adults make meaning from their experience. When ISTEs examine their practice collaboratively, they are able to challenge one another's thinking by sharing and discussing research on effective teaching and learning, by monitoring the impact of their work, and by discussing how effective their practice is and why – all in a spirit of understanding, confidence, and competence as professionals.

It has been a pleasure and a privilege to have been involved in the INSTEP project and to have contributed to the development of these learning materials. We commend them to you as a powerful resource for increasing your capacity to adapt successfully to changes and challenges and to acquire and apply new knowledge and skills for the benefit of the school leaders, teachers, and students with whom you work.

Professor Helen Timperley, The University of Auckland  
Professor John Loughran, Monash University, Australia  
Dr Lorna Earl, Aporia Consulting Limited

## Inservice Teacher Education Sector Representatives

These learning materials have been developed as part of INSTEP, a uniquely New Zealand research project on the practice and learning of inservice teacher educators (ISTEs). It is thus fitting that they should open with a whakataukī – “He tomokanga paepae he ara ki te aotūroa” – dedicated to ISTEs and alluding to their common objective of ongoing future improvement.

Like INSTEP, *Ki te Aotūroa* is cutting edge – we know of no similar publication anywhere in the world. It has been developed collaboratively as a result of ISTEs inquiring into their practice and of robust dialogue between practitioners, researchers, writers, and evaluators. The six learning cases reflect the richness and diversity of ISTE practice and learning and the need to ensure that they are underpinned by evidence and understandings from theory and research. The four areas of ISTE knowledge and expertise and the proposed theory of improvement for ISTEs provide a rich theoretical basis for ISTEs’ work, making explicit the principles and understandings upon which they can base their decisions.

*Ki te Aotūroa* will be a critical resource for new ISTEs and invaluable for the learning of experienced ISTEs and the development of the New Zealand teacher education sector. It makes frequent references to the complementary publication, the *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration* (2007). Together these two core resources promote inquiry as a vital tool for ISTEs and emphasise that ISTE learning and practice must be driven by student needs and evaluated in relation to their impact on student outcomes.

We commend the Ministry of Education for its foresight in establishing a project such as INSTEP and for supporting the development of these resulting learning materials. Adopting a research and development framework over three years demonstrated an understanding that learning takes time and recognised inquiry as integral to the regular work of ISTEs. The investment acknowledged the importance of inservice teacher education as a systems lever for change and served to break down barriers between ISTE organisations within New Zealand.

Serving on the INSTEP Sector Reference Group and evaluating *Ki te Aotūroa* as it neared publication have undoubtedly benefited our own learning as well as our work in supporting groups of ISTEs in our institutions. On behalf of all those involved in INSTEP, we extend an invitation to all ISTEs and inservice teacher education providers to fully engage with these materials as part of a common commitment to ISTE professional learning that will lead to a better future for young people in Aotearoa.

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## *“He tomokanga paepae he ara ki te aotūroa.”*

*Tēnei te mihi maioha ki a koutou i runga anō i ngā tini āhuatanga o te wā. Ka rere tonu ngā mihi aroha ki a koutou ōtira ki a tātou. Nā Tuteira Pohatu ēnei kohikohinga kōrero, kohikohinga whakaaro i hōmai ki te rōpū nei.*

*Tuteira Pohatu generously shared the above whakataukī as a metaphor for inservice teacher education. A possible translation is “crossing a threshold that leads to a path to the future”. The whakataukī also embodies analogies of process and ritual that may show the way to personal and professional enlightenment. In the same way, inservice teacher education draws on ways of working that involve complex interactions and that may lead to empowerment as a learner and as a leader.*