

# SECONDARY TEACHER CAREER PATHWAY QUALIFICATION

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BESPOKE MICRO-CREDENTIAL QUALIFICATIONS FOR KAIAKO

*Pūtea Whakawhanake Pouako  
PPTA Learning and Development Centre*





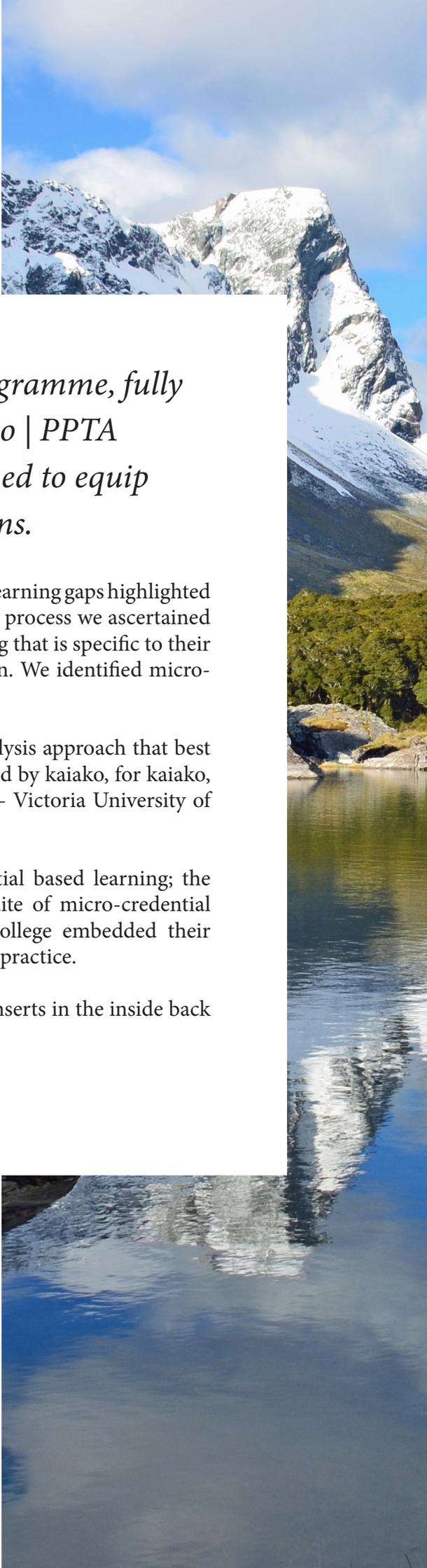
*Ehara taku toa i te toa takitahi engari he toa takitini.*

*I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors.*

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# OUR KAUPAPA



*The Secondary Teacher Career Pathway programme, fully funded by the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre, is designed to equip kaiako with tangible, applicable qualifications.*

To develop this programme we consulted with kaiako, focusing on learning gaps highlighted by research and identified by experts and practitioners. From this process we ascertained that post-primary teachers want to undertake professional learning that is specific to their teaching area and interests but also leads to a formal qualification. We identified micro-credentials as an accessible learning pathway.

Each micro-credential is planned using a multi-modal needs analysis approach that best allows us to discern sector needs. The programme is then designed by kaiako, for kaiako, and delivered by our experienced partners at Te Herenga Waka – Victoria University of Wellington.

This report outlines the basis for and benefits of micro-credential based learning; the methodology behind designing and developing our bespoke suite of micro-credential courses; and an exploration of how kaiako from Rangitoto College embedded their learnings from our inaugural micro-credential into their teaching practice.

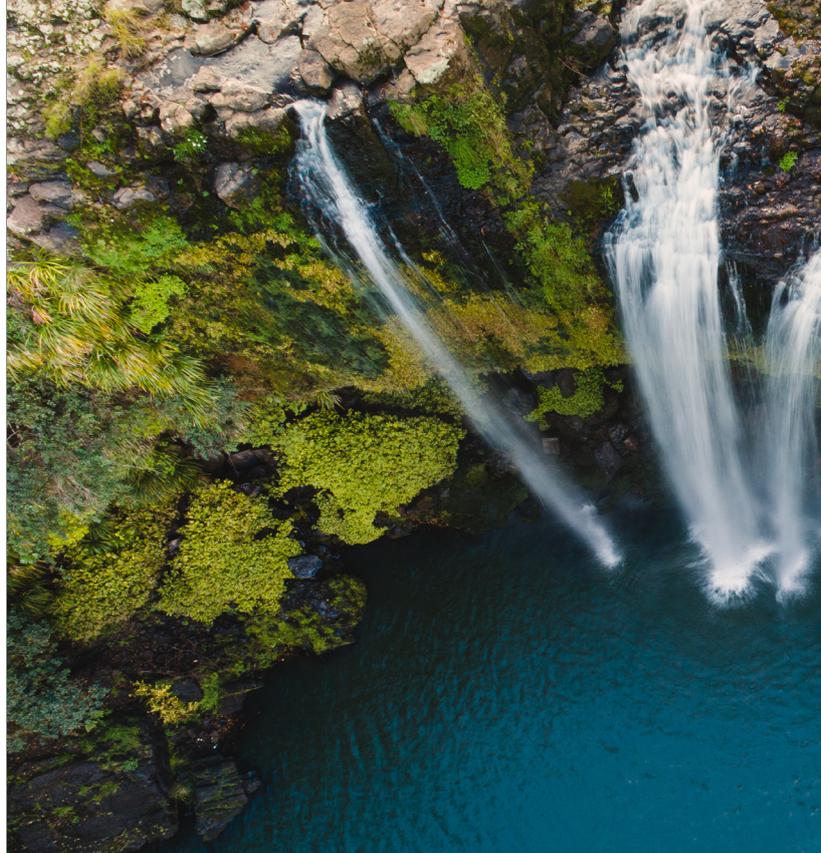
For information on each specific micro-credential, please see the inserts in the inside back cover of this report.

He waka eke noa.

**Dr Helen Finn**  
**Kaiwhakahaere (Director)**  
Pūtea Whakawhanake Pouako  
PPTA Learning and Development Centre

*Our methodology and delivery model*

# WHY MICRO-CREDENTIALS?



*A micro-credential is a small stand-alone credential that recognises the achievement of specific skills, experience or knowledge. Micro-credentials are relatively new to the New Zealand education system, having been officially launched in August 2018 by the New Zealand Qualifications Authority (NZQA) as a cost-effective and time-efficient alternative to degrees and diplomas. They usually focus on specific skills that are valuable to industry, employers, iwi and community.*

## **MICRO-CREDENTIALS PROVIDE:**

- ◆ Practical knowledge and skills that can be applied in a professional context
- ◆ Learning that is recognised and valued through a career pathway
- ◆ Tangible value when credited towards further qualifications – for example, three stacked micro-credentials would form the equivalent of a paper in a Masters of Education from a respected New Zealand university
- ◆ A credentialed qualification that opens up other career pathway opportunities
- ◆ Personalised learning:
  - ◆ Demonstrations of skill and knowledge are measured, rather than time spent learning
  - ◆ Learning is broken down into manageable chunks
  - ◆ Existing competence is recognised, and learners' time is respected



Micro-credentials are responsive to an identified workplace need; accessible to professional learners; and developed, designed and delivered consistent with university standards, making this model accessible, appropriate and of demonstrable value for kaiako.

During our consultation process, we identified that teachers value professional learning opportunities that have a face-to-face component. This blended approach to delivery includes online self-paced modules, webinars and a one-day face-to-face workshop, and supports learners to apply skills learnt in their work contexts. Please see page 6 for a discussion of how kaiako from Rangitoto College applied micro-credential learning into their teaching practice.

## QUALIFICATION MODEL



Qualification pathways for teachers with the objective of progressing the design and development of qualifications for secondary teachers.



Micro-credentials designed to provide an accessible way for teachers to learn the skills and capabilities to excel in the secondary teacher profession.

## DELIVERY FRAMEWORK



5 hours of course time



6 self-paced modules



3 webinars



1 full-day workshop



In consultation with our kaiako advisory group and Victoria University of Wellington subject matter experts, we designed a delivery framework that is fit for purpose and supports the needs of the sector. This framework supports the provision of a 5-point (50 hour) micro-credential, over one school term. To accommodate school environmental needs, we staggered the start of each programme one week into term dates.

In addition to fully funding each micro-credential qualification, the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre covers up to \$500 in for travel, accommodation and childcare expenses to enable kaiako across the motu to take part in the face-to-face component. The one-day workshop is offered in three locations: Auckland, Wellington and Christchurch.

*The model has been robustly tested by the secondary sector, with 342 kaiako awarded a qualification between February 2022 and November 2023.*



Upon completion of the course, each participant is awarded a digital badge, which can be shared on social media, added to email signatures and displayed on resumes.



*Subject matter experts*

# EMBEDDING LEARNING INTO A SCHOOL CONTEXT

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*In 2022, seven specialist classroom teachers and subject leaders from Tāmaki Makaurau Auckland’s Rangitoto College undertook our inaugural micro-credential qualification, Effective mentoring practices for secondary teachers in Aotearoa.*

*They shared with us their reflections on how they have embedded new mentoring practices into their school setting; the cultural perspectives and responsibilities of mentoring; and how they have grown their professional practices after completing this programme.*

## **Authentic Learning**

*Becky Place* (Specialist Classroom Teacher): I thought the learning was incredibly authentic. It was specific to teaching and obviously designed in consultation with the PPTA, so the focus was on mentoring for *teachers*. A lot of the clips we watched were about Māori and Pasifika mentoring, an area that I want to incorporate into my own mentoring practice and within the school.

It was about developing our own skills and practice, which is going to be incredibly useful moving forward. It’s a really challenged how we do things here – we’re building on what is already a good provisionally certificated teacher (PCT) mentoring programme, but we could make it even better using what we have learned.

## **Benefits of the Course**

*Paul Stevens* (Assistant H.O.D. / Kāhui Ako Across School Lead): One of the real benefits has been a process of reflection and a reminder of the importance of being more intentional in what you’re trying to achieve: making sure you are open to new ways of working, so that you can demonstrate that to beginner teachers.

*“I learnt so much about Māori and Pasifika perspectives on mentoring. I think that we could do a better job within our school of bringing these particular perspectives into our mentoring practice.”*

## Changes to My Practice

**Andrea Smith** (Specialist Classroom Teacher): I have a much clearer understanding of mentoring, both as a mentor and as a specialist classroom teacher. One of the things that I was not so clear about when I began the course was the difference between mentoring and coaching; or advice and guidance; or collaborative, instructive and facilitative mentoring – and which is going to provide the most growth for your mentee.

**Jess Kitt** (Curriculum Leader / Kāhui Ako Across School Lead): It has really solidified for me the importance of using open-ended questions to help the people I am mentoring – to help them feel more self-efficacy in their decision-making, and more empowered to find different ways to help.

**Paul Stevens:** A really big thing that I took away from the course – in my role as an assistant head of department and a curriculum leader supporting PCTs coming into teaching – has been recognising the importance of starting fresh with a PCT when you’re mentoring them: making sure that you are really open-minded about what their what their needs are.

## Cultural Perspectives on Mentoring

**Andrea Smith:** As a pakeha person, I learnt so much about Māori and Pasifika perspectives on mentoring. I have a clearer understanding of these concepts than I did previously, and I think that we could do a better job within our school programme of bringing these particular perspectives into our mentoring practice.



## Embedding the Learning

**Paul Stevens:** It is going to be really important to make sure that as a department we are able to set up some really good systems and accountability around mentoring: to ensure there are timetables for mentoring and a clear process of working with beginning teachers.

## Influencing Change

**Jim Hayes** (Assistant H.O.D. / Kāhui Ako Across School Lead): I’m hoping to teach my department the importance of mentoring, the difference between appraisal and mentoring, and what the steps are within mentoring.

## Reflections on the Learning

**Paul Stevens:** The most important learning on the course was a kind of unlearning. We learn bad habits as teachers sometimes, because the work we do is so much based on instinct. At the same time, we often have deeply entrenched ways of working both with students and with each other.

I was reminded on this course that you need to make sure that space is open – encouraging a beginning teacher to develop into the teacher



that they need to be and not always falling into this trap of turning them into a “mini me”.

When you are a teacher who is supporting other teachers, it is so important that you are able to learn new ways of working with people, not just the same way that you were mentored. I think this course is an example of this becoming more of a focus. As teachers – and particularly through the PPTA Learning and Development Centre – we are recognising the importance of being better at working with each other.

## Theory and Practice

**Becky Place:** I liked that there was a lot of theory at the start of the course, which really challenged my thinking. As it went on it became quite practical: a lot more discussion with other teachers. The workload was great and it wasn't overwhelming – you could do it within your own work obligations. There were opportunities to discuss the readings with others, so the online sessions were very practical.

**Jim Hayes:** I found the face-to-face most beneficial. I learnt a lot about the other teachers' backgrounds and where they were coming from: you could see their perspectives.

*“One of the most useful topics was the “challenging conversations” we did in the face-to-face workshop. This gave me some really good strategies and frameworks to add to my kete and put into practice immediately.”*

## Useful Topics

**Katy O’Grady – H.O.D, Languages:** One of the most useful topics, which has resonated with me, was the “challenging conversations” that we did in the face-to-face workshop. This gave me some really good strategies and frameworks to add to my kete and put into practice immediately.

Another useful topic was goal-setting. I found it really helpful to look at goal-setting from a mentee’s perspective, rather than just in terms of setting my own goals.

**Natasha Taylor – Curriculum Leader:** I found the workshop really helpful and in particular the segment on active listening: we had to practise just listening to someone else speak. It made you really reflect and think about how you often tend to interject when someone else is talking, which means you then guide the conversation. When we discussed effective questioning, it made me realise that you do have to listen for longer than you would usually would to anticipate the effective question that could help the mentee reflect on what or why they were focusing on in that moment. Another really useful section was on capabilities for effective mentors: thinking about the skills that you need to develop in yourself to then help the mentee improve their learning.

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*Follow the QR code to watch the video recordings of each interview in full.*

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# Pūtea Whakawhanake Pouako

## PPTA Learning and Development Centre

# Continue your professional development journey with us.



The PPTA Te Wehengarua is committed to the ongoing development of the education sector and, most importantly, the professionals working within it. Kaiako need more than just time to excel at their jobs; they must be supported by learning and development opportunities that professionally enrich them.



### Our Kaupapa

Our Centre’s purpose is to support the kaiako workforce to provide equitable high-quality post-primary education to New Zealand’s rangatahi.

We are a trusted party in the management and delivery of large value educational programmes across the sector. This includes managing a \$12m fund, negotiated with the government, devoted to providing learning and development opportunities to kaiako. This funding is targeted at critical learning areas identified in consultation with our members.

### Our Mahi

To develop our mahi, we listen to Aotearoa’s teachers to understand the challenges they face, to provide the most impactful learning and development opportunities to grow their professional practice. This ensures that the teaching workforce can respond to the challenges posed by learner needs in our rapidly changing world.

Through the application of our team’s pedagogical knowledge and expertise, in conjunction with the country’s best educational delivery partners, we develop and deliver enriching educational experiences for Aotearoa’s post-primary kaiako.

Each of our programmes and initiatives embodies the values of the Pūtea Whakawhanake Pouako | PPTA Learning and Development Centre.

Te āheinga ā-ahurea

Cultural competence

Te whakawhanaungatanga

Building relationships

Whakaauaha

We innovate

Whakatīnania

We deliver



[ppta.org.nz/pld-fund](https://ppta.org.nz/pld-fund)





*PPTA Learning and  
Development Centre*

