

THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION

LEADING THE WAY IN
HIGH QUALITY TEACHING



THE UNIVERSITY OF AUCKLAND BUILDING A PLACE OF EXCELLENCE IN SCHOLARSHIP AND RESEARCH

The University of Auckland is New Zealand's premier research-led university, ranked among the top one per cent of the world's universities in The Times Educational Supplement's 2008 international tables.

Two years ago, the University began a major strategic campaign to build on its considerable strengths, continuing its leadership role as a recognised centre of scholarship and research, with a strong commitment to contribute to the society to which it belongs, and to the greater global community.

In a world of increasing complexity and challenge, the University has identified five key areas in which it believes that it can contribute for the greater good:

- the health of our nation
- the development of our children
- the growth of our economy
- the future of our cities, and
- the expression of who we are.

To achieve these goals, we need good people. The University already attracts exceptional scholars and researchers. Our challenge is to continue to build on such excellence so that we become the natural home for outstanding scholars and students from New Zealand and abroad.

Our goal is a vibrant and exciting intellectual community that attracts and retains top quality staff and students in a highly competitive academic environment, and further develops the University's strong culture of research.

The University of Auckland believes that it is only through investment in people that we will continue to be judged amongst the top universities in the world and continue to produce breakthrough research that makes a beneficial contribution to New Zealand culture and society.

To reach our goal, we are seeking supporting investment in our people and programmes for today and the future.

THE FACULTY OF EDUCATION CREATING PATHWAYS FOR EDUCATIONAL ACHIEVEMENT

Education is fundamental to improving the well-being of individuals and communities, to the expansion of opportunities and to the achievement of potential. The Faculty of Education is committed to improving the quality and understanding of education and social services provision in New Zealand, and internationally, through its teaching and research. It also takes seriously its role as a critic and conscience of society by contributing in a scholarly and informed way to debates about education and the social services.

The Faculty is committed to intellectual challenge, the enjoyment of ideas, discovery and learning; and to the integration of theory, research and practice. It seeks to develop the capacity for critical, creative and original thought and action that is practically and ethically informed, and that is underpinned by mastery of a specialist body of knowledge and skills.



The Faculty serves a large and diverse community from a wide range of cultures and backgrounds. Meeting the challenges of this diversity places the Faculty at the forefront of professional education and social services nationally. The Faculty mission is founded on the concept of evidence-based, research-informed professional action aimed at improving outcomes for schools, teachers, students and the community.

The need for high quality teaching and high quality leadership of the improvement of teaching is greater than ever before. The public and political expectation of schools is that they teach every student to a high standard, not just those from middle class families who come to school already knowing how to learn school knowledge.

Faculty researchers have established a programme of educational research that is unique in New Zealand in that it focuses on learning about educational processes by intervening to try and improve them. These interventions are focused on aspects of the system (such as curriculum design or national assessment); on school organization; and on aspects of teaching and learning. What counts as improvement is consistently referenced to student outcomes. The findings of this research inform and influence initial teacher education programmes, and form the basis for much of the postgraduate teaching in the Faculty. The research is enriched by postgraduate research at Masters and doctoral level that addresses same improvement aims.



To support the continued advancement of this work, the Faculty is seeking support from potential donors in the following areas.

EDUCATIONAL LEADERSHIP

School leaders can make a considerable difference to the achievement and well-being of students. International research examining the relationship between qualities of school leadership and student outcomes shows that the leadership of schools where students perform above expected levels looks very different from that, in otherwise similar schools, where students perform below expected levels. As a result of a detailed analysis of the published research Professor Robinson and her team have identified five leadership dimensions that have a particularly powerful impact on students – Establishing Goals and Expectations; Strategic Resourcing; Planning, Coordinating and Evaluating Teaching and the Curriculum; Promoting and Participating in Teacher Learning and Development; Ensuring an Orderly and Supportive Environment

The uniqueness of this work in connecting leadership practices to student outcomes has generated an overwhelming demand for access to the findings. School leaders and teachers are seeking short courses and courses for credit. Professor Robinson is in international demand as a speaker.

Donors may be interested in sustaining and supporting the expansion of this work through:

- An endowment of \$3-4 million to establish a Chair in Educational Leadership. The holder would also be the academic leader of the new University of Auckland Centre for Educational Leadership. The Centre has grown out of the existing School Leadership Centre has been established with a vision to become a world-class international educational leadership centre based on high quality research that supports and challenges current and future educational leaders to deliver successful outcomes for all students.
- An endowment of \$2M to support a middle level academic position in educational leadership focused on leadership practices that make a difference to student outcomes.
- Scholarships of \$65,000-\$75,000 over one year to fund the release of teachers from school to complete masters research in the area of educational leadership practices that make a difference to student outcomes.
- Scholarships of \$200,000 over three years to fund the release of teachers from school to complete doctoral research in the area of educational leadership practices that make a difference to student outcomes.
- Fees bursaries of \$5000 to fund research in the area of educational leadership practices that make a difference to student outcomes at Masters thesis level.
- Fees bursaries of \$15,000 (\$5000 over each of three years) to research in the area of educational leadership practices that make a difference to student outcomes at doctoral level.

ENHANCING THE QUALITY OF TEACHING

Faculty of Education researchers in a broad range of areas (Best Evidence Synthesis, Woolf Fisher Research Centre) have established the importance of teachers developing a systematic 'inquiry approach' to their teaching that enables them to collect, interpret and use evidence from their assessments to adapt instruction to different students' backgrounds and needs, and to test innovations. Increasing capability in this area requires advanced research training at Masters thesis or doctoral level. Through such studies teachers will develop their skills and expertise in research and development, and will learn to apply processes of inquiry and site based problem solving to work within their schools. This will build the capacity for schools to focus systematically on their own improvement needs.

Longer term these teachers will become research and development experts working as agents of change in schools, in schooling improvement and in school-based innovation of teaching and learning and achievement. This will not only address issues of capacity within the school clusters but also to solve the wider issue of scaling up the process of research and development for New Zealand schooling.

The postgraduate training of teacher-researchers who work directly with schools will also provide more capability for the Faculty to directly influence teachers and teaching by strengthening partnerships with schools; through the involvement of researchers as mentors who model research-based teaching for student teachers on practicum; and through the teaching contributions these researchers will be invited to make as lecturers in Faculty of Education teacher education programmes. The training will also add to the national system's capability to problem solve and innovate at the level of individual schools and clusters of schools and increase the national system's capability of innovating through research and development.

Donors may be interested in sustaining and supporting the expansion of this work through:

- Scholarships of \$65,000-\$75,000 over one year to fund the release of teachers from school for evidence-informed inquiry training at Masters thesis level.
- Scholarships of \$200,000 over three years to fund the release of teachers from school for evidence-informed inquiry training at doctoral level.
- Fees bursaries of \$5000 to fund evidence-informed inquiry training at Masters thesis level.
- Fees bursaries of \$15,000 (\$5000 over each of three years) to fund evidence-informed inquiry training at doctoral level.

TEACHER SUPPLY

There are critical shortages in teacher supply in the physical sciences and mathematics. This is a national problem from the point of view of building an innovative high-skilled national workforce. Encouraging graduates from these subjects to view teaching as a career is one means of beginning to address this problem.

There are also critical shortages of Maori and Pasifika teachers.

Bonded scholarships for outstanding Maori and Pasifika graduates, and for graduates in the physical sciences and mathematics that fund a year of graduate teacher education followed by at least 3-5 years in teaching offer one incentive for recruitment.

Donors may be interested in supporting this work through:

- Fees bursaries of \$5000 to fund evidence-informed inquiry training at Masters thesis level.
- Scholarships of \$30,000 during the one-year of graduate teacher education.
- Scholarships of \$30,000 during the one-year of graduate teacher education, and a salary incentive of \$10,000 per year for the two years of provisional registration (\$50,000 scholarships).

Another approach to the shortage of physical science and mathematics teachers is to retrain teachers from areas of surplus. In 1998, with the support of Ministry of Education funding, The University of Auckland School of Education and the Department of Mathematics and Statistics trialed a programme to retrain geography and biology teachers as mathematics teachers. These teachers were seconded from their schools and studied, largely, mathematics content for one year and returned to their schools as mathematics teachers.

Donors may be interested in supporting this work through:

- Scholarships of \$65,000-\$75,000 over one year to fund the release of teachers from school for mathematics content development with a view to those teachers returning to their schools as mathematics teachers.

FOR MORE INFORMATION CONTACT:

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Te Whare Wānanga o Tāmaki Makaurau