

## **PROPOSAL FOR CHANGE: PRELIMINARY DECISION**

### **COLLEGE OF EDUCATION**

#### **Introduction**

Massey University is positioning itself as New Zealand's defining university—as the engine of the new New Zealand. The new New Zealand will be one in which innovation will drive economic growth and in which an educated society will underpin both prosperity and social wellbeing and cohesion. Massey University is poised to make a unique contribution to the future economic, social and cultural outcomes for New Zealand.

The new New Zealand will need to be strongly supported by a well educated population—a population that is better educated than present. The concepts and proposals presented in the College of Education Proposal for Change<sup>1</sup> addressed how Education at Massey could contribute to Massey's vision as the engine of the new New Zealand, and in so doing, contribute to the broad economic and social goals of Aotearoa New Zealand.

The Proposal formalised the ideas circulated in a Discussion Paper on Academic Reform<sup>2</sup> informed by feedback received from members of the College of Education community<sup>3</sup>. The Proposal had three main elements: a focus on graduate/post-graduate programmes for Initial Teacher Education (ITE) and the concomitant phasing out of the two undergraduate ITE programmes; redesign of the College of Education as the Massey University Institute of Education (MUIE) located within the College of Humanities and Social Sciences; and, a merger of the two Maori academic units, Te Uru Maraurau and Te Putahi a Toi. The Proposal also made reference to the likely need for a change of name for the College of Humanities and Social Sciences, and to staffing matters.

The Proposal was released on 29 February 2012 to staff and students within the College of Education, and to staff in the College of Humanities and Social Sciences via the Pro Vice-Chancellor. In addition, the Proposal was posted on the Massey University intranet site. A shortened version of the Proposal was sent to over 500 schools and early childhood associations, the Minister of Education, the Secretary of Education, the Director of the Teachers Council, and the Member of Parliament for Palmerston North. Interested parties were invited to make submissions by 28 March 2012.

#### **Process of Consultation**

As part of the process of consultation, I held the following meetings: Tertiary Education Union representatives prior to the release of the Proposal; an open forum with staff in the College at Hokowhitu; an open forum with students at Hokowhitu; meetings with staff of each of the five academic units (schools) at Hokowhitu and Albany; a meeting

---

<sup>1</sup> Proposal for Change: College of Education, 29 February 2012

<sup>2</sup> College of Education: Academic Reform Discussion Paper, 26 August 2011

<sup>3</sup> College of Education: Academic Reform Discussion Paper Summary of Submissions presented to the College Executive on 20 October 2011 and subsequently disseminated to those who provided submissions and all staff in the College of Education.

with the three Palmerston North normal schools principals; and, attendance for part of the March Humanities and Social Sciences College Board. In addition, Professor Howard Lee represented the College at a staff forum held by the College of Humanities and Social Sciences. The views of members of the College Board were sought at the 23 March Board meeting. Informal discussions were held with individual College staff members.

This document presents general feedback on the overall Proposal, followed by feedback on specific aspects of the Proposal and preliminary decisions on each of those key elements. The timeline for consultation on the preliminary decisions and for the final decisions are presented at the end of this document.

### **General Feedback on the Proposal**

A total of 48 submissions were received which represented the views of more than 80 College of Education staff, 31 College of Education Students, and 8 'external stakeholders' including six principals, the Tertiary Education Union and the Head of the School of Psychology. Although most of the submissions (n=35, 72%) commented on particular aspects of the specific proposals, 13 submissions (28%) indicated their full support for all the proposals as presented and in some cases, for each of the specific proposals as well. The majority of other submissions focussed support on specific aspects of the proposal.

The Education College Board resolved to support the Proposal in principle (13 for; 1 against; 1 abstention). At the same Board meeting, a memorandum from the Pro Vice-Chancellor of the College of Humanities and Social Sciences, on behalf of the College Executive, was tabled for noting. This memorandum from the PVC expressed support in principle for the establishment of an Institute of Education within the College of Humanities and Social Sciences, and for the focus of ITE programmes to be at the graduate/post-graduate level. The memorandum also contained a request that other matters in the Proposal (name change for the CoHSS, the merger of the two Maori academic units, staffing issues) be left for discussion and negotiation following the final decision. From the perspective of the College of Humanities and Social Sciences, it was noted in the memorandum that a process of discovery (due diligence) would be undertaken to enhance the understanding of programmes, structures and processes in the current College of Education.

Specific feedback on each of the proposals is presented in the following sections. It is important to note that the number and percentages of submissions fully supportive of each proposal *includes* the 13 submissions that indicated their full support for all of the proposals unless they also expressed support for the specific proposal. In other words, expressions of support have not been counted twice.

## Feedback on Specific Proposals

### Specific Proposal 1: Focus ITE Programmes at Graduate/Postgraduate Level

The Proposal for Change identified eight specific proposals related to a shift in the College's academic portfolio from undergraduate initial teacher education to teacher education provided at the graduate, and in due course, postgraduate level. A total of 35 submissions from staff, students and external stakeholders provided comments on this proposal. Two thirds (n= 23, 66%) of the submissions were fully supportive of the proposal, five (14%) were not supportive, and two questioned whether there was sufficient time to implement the proposal effectively. A number of the submissions (n=12, 41%) expressed their views only in relation to one or more of the eight specific proposals as summarised below.

- i. *ITE programmes be offered only at the graduate/postgraduate level for early childhood, primary and secondary teacher education<sup>4</sup>.*

Discussed in 11 submissions. Eight submissions provided suggestions regarding the future structure of the programmes (e.g., development of a two-year Masters qualification). Three submissions were not supportive and these represented the concerns of staff, students and an external stakeholder in the Early Years programme.

- ii. *No new enrolments in the undergraduate Early Years or Primary programmes be taken from 2013.*

Three of the four submissions related to this specific proposal endorsed this action.

- iii. *Students currently enrolled in the undergraduate Early Years or Primary programmes progress to completion through to the end of 2014 for those in the Early Years programme, and to the end of 2015 for those in the Primary programme.*

No specific comments.

- iv. *The graduate secondary and early childhood programmes be added to the offerings for delivery at Albany in 2014 and 2015 respectively.*

Discussed in five submissions, three of which noted the potential for a one year Maori immersion programme to be developed in addition to these offerings. Other submissions related to programme staffing, structure, demand and delivery.

- v. *Capacity be increased in the 1-year Graduate Diploma in Teaching—Early Childhood Education and Primary programmes from 2013 to cater for a larger student intake.*

---

<sup>4</sup> This would exclude the revised 4-year Te Aho Tatairangi programme as it should be considered in association with the proposed merger between Te Uru Maraurau and Te Putahi-a-Toi (later in this proposal).

Eight submissions commented on the structure and delivery of these programmes broadly expressing a need to review the offerings. Five submissions noted the importance of ensuring that the programmes are designed and resourced to support diverse learners, especially Maori and Pasifika students.

- vi. *An undergraduate pathway through the B A Education major for school leavers contemplating teaching as a career be developed and promoted for the 2013 academic year.*

Nineteen submissions commented on the development and promotion of an undergraduate pathway to initial teacher education. Most of the submissions noted the urgency associated with this specific proposal especially with respect to decision-making about the content, delivery, entry requirements and marketing plan. In relation to content, 6 submissions commented on the need to ensure that students have an adequate understanding and awareness of Maori knowledge and culture.

- vii. *The “general” B Ed degree continue to be available to New Zealand teachers upgrading diploma qualifications and that the degree be promoted for delivery offshore to international students.*

Discussed in two submissions together with the opportunities to incorporate Maori content in the degree.

### **Preliminary Decision: Focus ITE Programmes at Graduate/Postgraduate Level**

There was general support for the proposal to focus ITE programmes at the graduate/postgraduate level, however, important concerns were raised in some submissions and during meetings with staff in regards to the Early Years programme. Submissions and views expressed verbally at various meetings did not provide a viable and sustainable way to maintain the undergraduate Early Years ITE programme. Therefore, it is my preliminary decision to focus the ITE programmes at the graduate/postgraduate level and that no new enrolments in either the undergraduate Early Years or Primary programmes be taken from 2013. Students currently in these two programmes will continue to be taught through to completion within the allowed completion period.

Submissions relating to the ITE proposal expressed the need for a clearly identified alternative undergraduate pathway towards the Graduate Diplomas in Teaching, especially for school leavers. The Proposal document identified the B A Education major as one such alternative pathway. Concerns were expressed about the suitability of some papers that comprise the B A Education major qualification and I gave an undertaking to set up a review of the B A Education in 2013. It is not possible to initiate such a review in 2012, however, the process for such a review can be developed during that latter part of 2012 so that the review can occur early in 2013. Meanwhile, as an interim measure, approval will be sought to place a small number of additional papers in the B A Education schedule for 2013.

In line with numerous requests, an identifiable B A Education pathway will be vigorously promoted to school leavers and other prospective students as appropriate if this ITE proposal remains in the Final Decision. In terms of preparing professional educators, the

B A Education pathway will enable students to acquire a wide range of attitudes and knowledge. The pathway will encourage diversity and creativity, and in so doing, enhance the opportunities for graduates to become more rounded in their university education prior to commencing one of the graduate ITE programmes. A broad “liberal arts” undergraduate pathway will strengthen the opportunities for ITE graduates to be competent in a wide range of subject areas. We will welcome applicants from the widest range of subjects offered within Massey University.

Further, in response to suggestions in some submissions, I agree with the suggestion that the Graduate Diploma in Teaching—Early Childhood should be offered internally on the Manawatu Campus from 2014. Also, the Graduate Diploma in Teaching—Primary should be offered in distance mode from 2014. Both changes in delivery mode will require the approval of the Minister of Education to lift the moratorium on new or revised ITE programmes. Approval will be sought immediately following the Final Decision if the ITE proposals remain. Enrolment limits on all three Graduate Diploma programmes will be lifted for 2013.

A number of other points made in the submissions about the content of the B A Education major and the content of the Graduate Diploma programmes, including stronger provisions in relation to Maori and Pasifika content, are best left to internal review processes during 2013.

The proposal to focus ITE programmes at the graduate/postgraduate level will position Massey University as providing a distinctive and defining approach to initial teacher education. In addition, the initiative will simplify the current multiple pathways for early childhood and primary teacher preparation, remove an obstacle to the development of a strong research culture in Education, reduce the level of resourcing required for ITE programmes, and be consistent with moves taken by leading university Education centres overseas. In time it is expected that ITE programmes be offered fully at the post-graduate level, as indicated in current government policy.

### **Specific Proposal 2: Establish a Massey University Institute of Education in the College of Humanities & Social Sciences**

The Proposal for Change identified eight specific proposals related to the establishment of a Massey University Institute of Education in the College of Humanities and Social Sciences. A total of 26 submissions from staff and external stakeholders provided comments on this proposal. Most (n= 19, 73%) of the submissions were fully supportive of the proposal, and one (4%) was not supportive. A number of the submissions (n=13, 50%) expressed their views only in relation to one or more of the eight specific proposals as summarised below.

- i. *The Massey University Institute of Education (MUIE) be established to replace the current College of Education.*

Discussed in three submissions, all of which were supportive.

- ii. *The Institute be a discrete unit located within the College of Humanities and Social Sciences.*

Discussed in eight submissions. Five submissions were supportive and three noted the need to preserve a strong sense of identity.

- iii. *The name of the College of Humanities and Social Sciences be changed to reflect inclusion of the new unit.*

Refer to Specific Proposal 4.

- iv. *The Institute be led by a Dean with a strong academic record and demonstrated research expertise.*

Discussed in three submissions, all of which were supportive. It was noted that the Dean will need strong leadership skills.

- v. *The Institute have a strong research focus.*

Discussed in six submissions, all of which were supportive. Three submissions provided suggestions regarding the creation of a research Centre within the new Institute.

- vi. *The Institute have a teaching focus on graduate ITE, undergraduate programmes as preparation for graduate ITE study and for international students, and post-graduate programmes built on research strengths and niche professional programmes.*

Discussed in two submissions, both supportive.

- vii. *Te Uru Maraurau merge with Te Putahi a Toi to form one Maori academic unit within the College of Humanities and Social Sciences*

Refer to Specific Proposal 3.

- viii. *MUSAC and CED remain as units within MUIE.*

No comments received.

### **Preliminary Decision: Establish a Massey University Institute of Education in the College of Humanities & Social Sciences**

Given that there was virtually no opposition to this proposal, it is my Preliminary Decision that the Massey University Institute of Education be established in the College of Humanities and Social Sciences from 2013.

Preliminary planning and discussions should identify processes for determining the identity, visibility, structure and operating procedures of the Institute, in the event that this proposal remains in the Final Decision. It would be appropriate for the Pro Vice-Chancellor of the College of Humanities and Social Sciences to have overall responsibility for establishing various working parties that will be needed to facilitate the incorporation of Education within the College.

The proposed Massey University Institute<sup>5</sup> of Education (MUIE) in the College of Humanities & Social Sciences will have a clear focus on research-led postgraduate initial and continuing teaching education and allied professional preparation programmes, together with consolidated undergraduate programmes for domestic and international students. A distinctive signature of the Institute will be a strong suite of research-led advanced professional learning and development programmes, relevant for the needs of New Zealand and international communities, taught by research-active experts who have a commitment to leading edge course content.

Beneficial opportunities associated with the MUIE include:

- closer alignment of education research and programme offerings with foundation discipline areas (e.g., History, Maori Studies, Philosophy, Psychology, Social Policy & Sociology), and the development of cross-disciplinary research platforms;
- the opportunity to develop a unique leadership role in Maori and indigenous education;
- a more seamless “liberal arts” pathway into graduate/postgraduate ITE programmes; and
- sharing of effective practices between education academics and others in the College especially in important areas such as online pedagogies, education perspectives, professional preparation programmes, and second language teaching and learning.

### **Specific Proposal 3: To Merge Te Uru Maraurau (School of Maori and Multicultural Education) and Te Putahi a Toi (School of Maori Studies)**

The Proposal for Change identified six specific proposals related to a merger between Te Uru Maraurau and Te Putahi a Toi. A total of 10 submissions from staff provided substantive comments on this proposal. Eight of these submissions identified areas for further discussion and development and two submissions supported the proposal as presented.

Overall, there appeared to be support for co-location of the two units followed by structured discussions toward a full merger during the next two years. The submissions indicated that these discussions should specifically address:

- a. The relationship between the merged unit and the Institute of Education which should be formalised in some way and could involve a designated ‘Maori education champion’ within the Institute.
- b. The future of the Board of Studies for Te Aho Tatairangi and the Kura Kaupapa Committee.
- c. Management of the Marae

---

<sup>5</sup> The term *institute* has strong currency in the Education field. The University of London Institute Of Education (“the London Institute”), the Ontario Institute for Studies in Education, and the Singapore National Institute of Education (NIE) are three examples of highly regarded university education centres.

**Preliminary Decision: Co-locate Te Uru Maraurau (School of Maori and Multicultural Education) and Te Putahi a Toi (School of Maori Studies) and Commence Discussions on the Parameters for a Successful Merger**

It is apparent that a merger of the two Maori academic units from the start of 2013 may be premature. Accordingly, co-location appears to be the preferred option, as expressed by all staff in Te Uru Maraurau who contributed to submissions. These submitters expressed the view that a merger should be explored over a 1-2 year time frame.

**Specific Proposal 4: Recommendation to Adopt a New Name for the College of Humanities and Social Sciences**

Ten submissions specifically commented on the recommendation to adopt a new name for the College of Humanities and Social Sciences that was reflective of the changes associated with the establishment of the Institute of Education. All the submissions endorsed this proposal.

It is my view that a possible name change should be included in the discussions that will take place following a final decision to establish the Institute.

**Preliminary Recommendation: Request the Pro Vice-Chancellor of the College of Humanities and Social Sciences to Provide for Discussion of a Possible Name Change for the College if a Final Decision is Taken to Establish an Institute of Education Within That College.**

**Transition Structure for the Institute of Education**

The Proposal for Change invited suggestions for ways in which the new Institute might be organised to achieve cohesion, focus, and collaboration. 17 submissions from staff provided a broad range of feedback on matters related to staffing. Specific points identified in more than one submission were as follows:

- feedback indicated that staff expected to inform the structure of the new Institute as it evolved
- staff were generally supportive of maintaining the existing structures until a Dean was appointed and new structures were developed
- the idea of 'one unit' was endorsed as a means to encourage collaboration and cooperation. It was suggested that the 'academic groupings' and 'academic leadership' required further discussion in relation to both teaching and research
- submissions from professional staff expressed a preference for a positional review to be conducted in 2012 so that there would be certainty regarding the continuing positions in 2013
- the importance of recruiting and retaining suitably qualified and registered teachers to contribute to the Institute's programmes was noted.

**Preliminary Recommendation: That the Pro Vice-Chancellor of the College of Humanities and Social Sciences Establish a Working Party Comprising Senior Staff from both Colleges to Develop a Transition Structure.**

### Consultation Process and Timeline

	Timeline
Proposal for Change circulated for formal consultation.	Wednesday 29 February 2012
Closing date for feedback and submissions on the Proposal for Change.	Wednesday 28 March 2012
Release of Preliminary Decision, including response to the feedback received	Wednesday 11 April 2012
Closing date for feedback on the Preliminary Decision.	Friday 27 April 2012
Final Decision Paper Released and Phased Implementation of the Final Decision Begins.	Wednesday 9 May 2012

James Chapman  
Pro Vice-Chancellor  
College of Education

11 April, 2012