

Briefing to the Incoming Minister 2020



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

Matatū.
Tū Mataora.
Stand tall.
Shape the future.

Briefing to the Incoming
Minister 2020
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Aotearoa New Zealand
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Teachers' Mana



The **mana tangata** of our teachers is precious. Without it, they cannot teach.

Mana is the principle of power, authority, influence, and prestige. Mana tangata refers to that mana which is derived from the actions and abilities of the holder. All teachers have mana tangata because of their professional skills, relationships, influence over ākongā (learners), and essential role in their communities. If we reflect on the most influential teachers in our lives, they are usually those teachers whose mana tangata was overwhelming.

It is our duty to protect and grow teachers' mana.

The Teaching Council's legal purpose speaks of 'enhancing the status of the profession'. We understand this to mean protecting and growing the mana of individual teachers, leaders, and the profession. We consider this mana-enhancing responsibility key to achieving safe, high-quality leadership, teaching, and learning for all ākongā in Aotearoa New Zealand.

Over your term as Minister, the Teaching Council will be working to develop **Rauhuia, our Leadership Space**. Rauhuia will grow the mana of teachers so they can, in turn, grow the mana of their ākongā, whānau, and communities.



Message from the Teaching Council

Tēnā koe e te Minita,

Congratulations on your appointment as Minister of Education. We look forward to working with you. Thank you for reading this briefing and taking this opportunity to better understand the Teaching Council.

Teachers have one of the most important roles in our society and in their local communities. Empowering them to be the best they can be has a powerful impact on the wellbeing and success of our tamariki and our society. As the professional body for teachers, we offer the Government and the public a values-led profession, that is dedicated to service and to developing our expertise and knowledge to support building an education system that meets the needs of every child and young person in New Zealand. While our regulatory functions, such as teacher certification and approving Initial Teacher Education programmes, are essential, we believe it is our responsibility to provide leadership and direction for the education profession that will provide the greatest benefit for all.

In our initial conversations with you, we would like to discuss the following three priorities:

- i. Establishing a Leadership Centre (Rauhuia | our Leadership space);
- ii. Seeking law reform to enable the Council to work with teacher complaints in a culturally appropriate, fair, and efficient manner;
- iii. Connecting more closely with teachers, as well as with leaders and peak bodies, to bring their opinions to the Council.

Our focus on developing **leadership** in the education sector will be for all teachers, not just professional leaders, in early childhood education, primary schooling, and secondary schooling. During your term as Minister, the

Teaching Council will launch Rauhuia, our Leadership Space.

Empowering every teacher in the profession as a leader supports our fundamental belief in **equity**, which is reflected in the four values of the Teaching Profession and Teaching Council. If we give all teachers the tools to grow their leadership, and respect their mana when we engage, they will be empowered to speak up and out for themselves, their ākonga, and their peers. They will lead in the areas of self-management and self-care. This is vital in order to move toward a strong and healthy profession where teachers from every sector, at every level, are leaders within their learning communities.

In relation to law reform, we seek a conversation with you about how we can make changes to some of our regulatory systems to better reflect all teachers' mana as leaders, while keeping children safe.

The following Briefing has more detail about the Teaching Council, how we work alongside you and your agencies, and the work we will be doing over the next few years. We are excited to be working with you to strengthen the profession and deliver excellent outcomes for all ākonga.

Nāku ā ngākau pono,

Signed



Nicola Ngarewa, Board Chair
Teaching Council of Aotearoa New Zealand



Lesley Hoskin, Chief Executive
Teaching Council of Aotearoa New Zealand

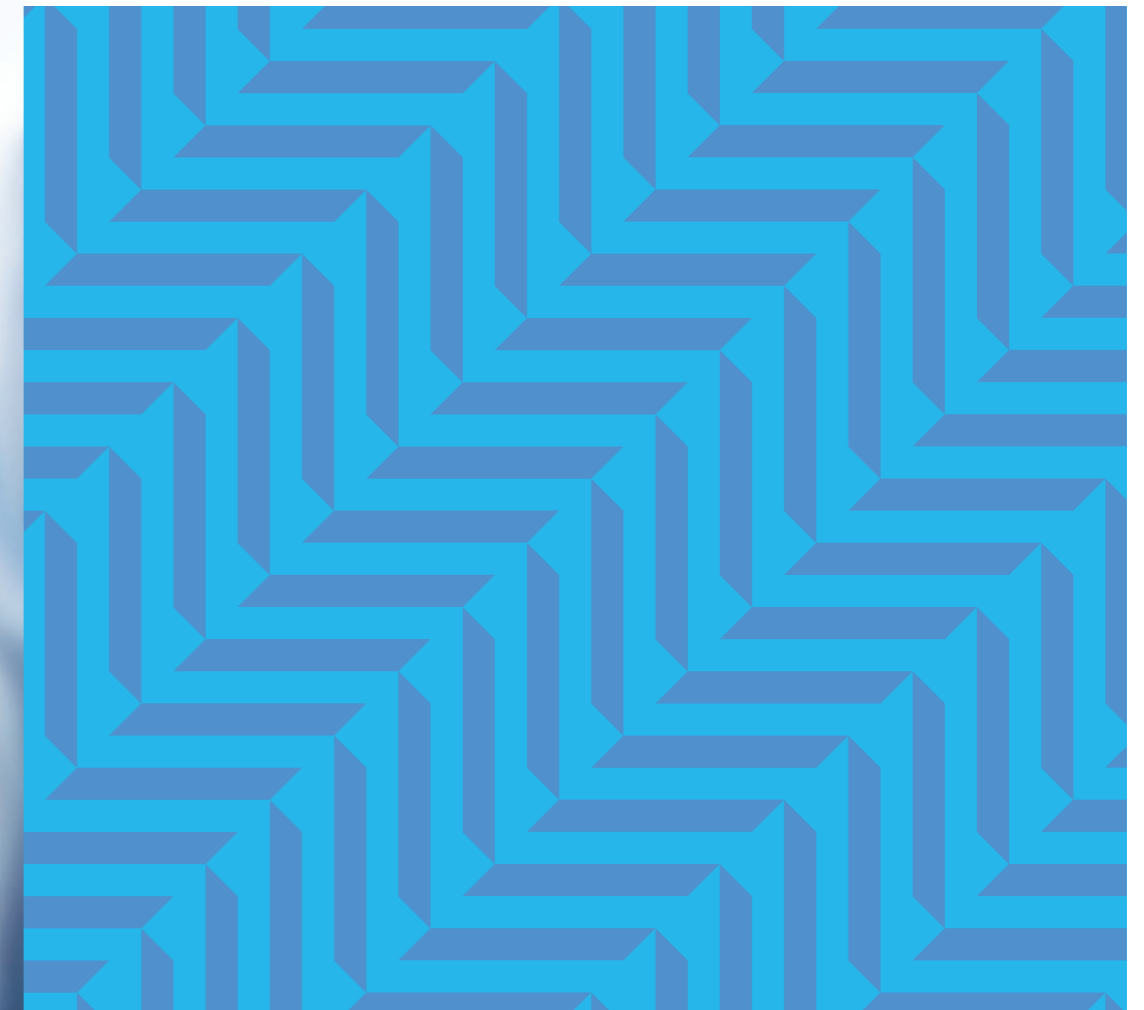


Nicola Ngarewa	Principal, Spotswood College	Ministerial appointee
Anna MacKinnon	Deputy Principal, St Mary's School	Elected by primary teachers
Clair Edgeler	National Professional Services Manager, BestStart	Elected by early childhood education service leaders
Clare Wells	Previous Chief Executive, New Zealand Kindertans Te Putahi Kura Puhou Aotearoa	Ministerial appointee
Dagmar Dyck	Teaching Artist	Ministerial appointee
Frian Wadia	Lead Teacher Sensory Kindy, GlowKids	Ministerial appointee
Jenny Ritchie	Associate Professor of Te Puna Akopai (the School of Education), Victoria University of Wellington	Elected by initial teacher educators
Lorraine Carr	Acting Lead Teacher, Parkland Kindergarten	Elected by early childhood education teachers
Michael Rondel	Audit and Assurance Partner, BDO Christchurch	Ministerial appointee
Pat Newman	Principal, Hora Hora School	Elected by primary principals
Pat Walsh	Principal, John Paul College	Elected by secondary principals
Pip Woodward	Deputy Principal, Otumoetai College	Elected by secondary teachers
Ripeka Lessels	Principal, Te Whata Tau o Putauaki	Ministerial appointee



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What is the role of the Teaching Council?

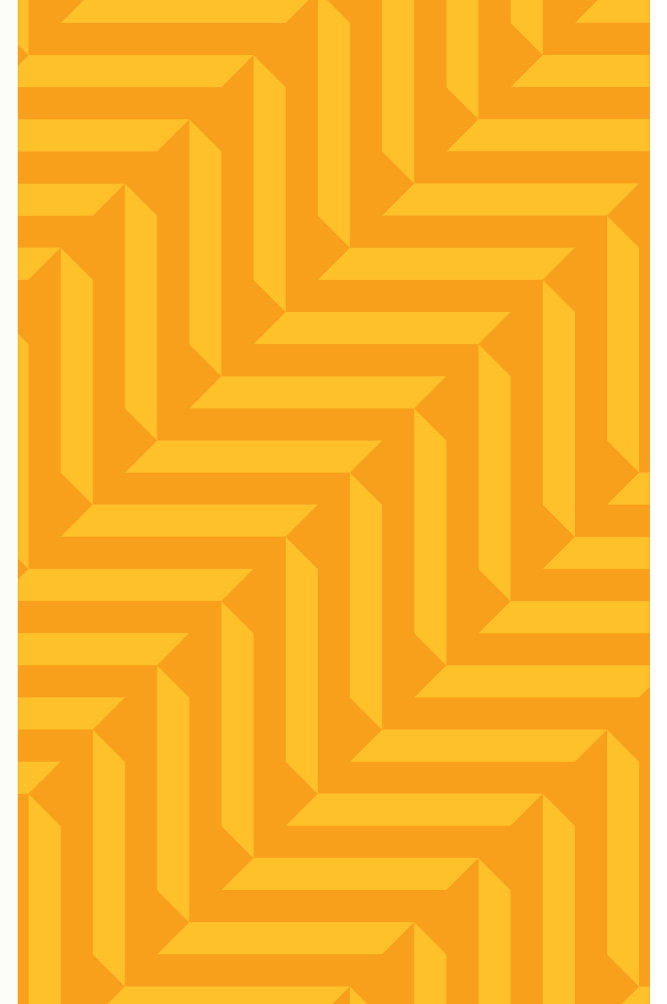
The Teaching Council is the professional body for registered teachers and is an Independent Statutory Body. It was previously known as the Education Council (2015-2019)¹.

The Teaching Council's Governing Council is made up of 13 members: six appointed by you; and seven elected by registered teachers. This Governing Council, supported by Teaching Council staff, represents a profession of approximately 107,000 certificated teachers. Almost 1,000,000 young New Zealanders are in the care of certificated teachers.

The Teaching Council is responsible for:

- ensuring the quality of teaching is consistently high and that all ākonga are safe. We do this by ensuring all teachers:
 - i. meet the *Standards of the Teaching Profession* | *Ngā Paerewa mō te Umanga Whakaakoranga* (the Standards | Ngā Paerewa) – through setting requirements for Initial Teacher Education, registration, and certification;
 - ii. commit to living by the *Code of Professional Responsibility* | *Ngā Tikanga Matatika mō te Haepapa Ngaiotanga* (the Code | Ngā Tikanga Matatika);
- ensuring every teacher develops their practice on a regular basis, which we do through the process of the professional growth cycle (which will replace appraisal) and certification;
- reviewing those few teachers who do not meet our expectations, or have breached the Code | Ngā Tikanga Matatika, by re-assessing their ability to be teachers through competence and conduct processes;
- bringing independent policy advice to decision makers to improve how well the education system functions for ākonga and teachers;
- developing a Leadership Space (Rauhuia), in partnership with the profession, to grow and support every teacher (in positions of leadership or not) to have the necessary leadership capabilities that are needed for the future;
- providing leadership and direction to the profession so the profession's knowledge and practice is moving forward to meet future challenges.

1. Prior to 2015, the New Zealand Teacher's Council (a crown entity in place between 2002-2015) and the Teacher Registration Board (1989-2002) existed with narrower regulatory functions.



In numbers

1,000,000^{* Almost}

children in the care of certificated, registered teachers.

107,232

teachers with a current practising certificate.

4TH

most trusted profession in New Zealand, only behind doctors, engineers, and police².

3745

student teachers³.

25

ITE providers.

5651

new teachers registered.

4721

provisionally certificated teachers moved to full certification.

544

complaints and mandatory reports received.

Our values

These values underpin *Our Code, Our Standards* | *Ngā Tikanga Matatika, Ngā Paerewa*. They were chosen by the profession and define, inspire, and guide Aotearoa New Zealand's teachers. The Teaching Council has chosen to adopt these values within our organisation, interpreting them in ways that are relevant to our work.

The values are ākonga-centric. We acknowledge learners' mana, perspectives, and essential role as leaders of their own educations. Like teachers and ākonga, the Teaching Council and ākonga have a relationship based on ako.

Whakamana

empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

Manaakitanga

creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

Pono

showing integrity by acting in ways that are fair, honest, ethical and just.

Whanaungatanga

engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

2. The future of trust. A survey of 500 New Zealanders conducted in 2019 and commissioned by Chartered Accountants Australia and New Zealand.

3. Initial Teacher Education Statistics: Number of students completing ITE qualifications 2019, <https://www.educationcounts.govt.nz/statistics/schooling/workforce/initial-teacher-education-statistics>

Te Tiriti o Waitangi



E tipu e rea mō ngā rā o tō ao.
We stand strong in our
commitment to Te Tiriti o
Waitangi so that all kaiako thrive.

The Teaching Council is committed to becoming an authentically Te Tiriti led organisation. Our ten-year strategy, Te Rautaki Tiriti o Waitangi, makes clear our vision, goals, and priorities. Our goal is that by 2025, all kaimahi understand, apply and use Te Tiriti o Waitangi, tikanga Māori, and te reo Māori in their work. This is important as we cannot ask teachers to do what we are not willing to do ourselves.

We will work with the profession to grow our understanding of how to live the articles of Te Tiriti o Waitangi and lead through our values. Through doing this, we will support the growth of a culturally competent education workforce.



Financial position

When the Education Council⁴ was established in 2015 it was not financially sustainable. This was because there had been no increase in fees since 2010, new functions had been added to its legislation, and support functions like HR, Operations, Finance, and IT had been strengthened.

To ensure financial stability while the Education Council established itself, the Crown provided interim funding until 30 June 2019. In 2017, following extensive consultation and review, the Education Council planned to announce increased fees beginning 1 July 2019. However, the 2017 general election and subsequent review of the education sector meant that the new fees had to be delayed until 1 July 2020. The Crown extended the interim funding for a further twelve months to enable this.

In early 2019 the first Teaching Council election was held and the new Governing Council reviewed the financial sustainability of the Teaching Council. They concluded that an increase in fees was still necessary. The Teaching Council consulted with the profession in early 2020 about how the increases should be made. Based on the profession's feedback, a shift to the increased fees and annual certification from 1 February 2021 was announced. The Teaching Council is meeting the financial deficit incurred between July 2020 and February 2021 from reserves.

4. The predecessor to the Teaching Council, 2015-2019.

Our Governing Council and operational leaders

The current Governing Council took office 1 July 2019, for a term of three years, after an inaugural Teaching Council election in March. The Teaching Council comprises 13 members, six appointed by you and seven elected by the profession. Council members are responsible for ensuring our legislative functions are carried out effectively and efficiently and in the interests of the profession and the public.

The next Teaching Council election is due to be held in 2022. At this time, you will need to appoint six members of the Teaching Council. These members can be new appointments, or re-appointments of existing members (who can each serve for a total of three terms, or nine years).





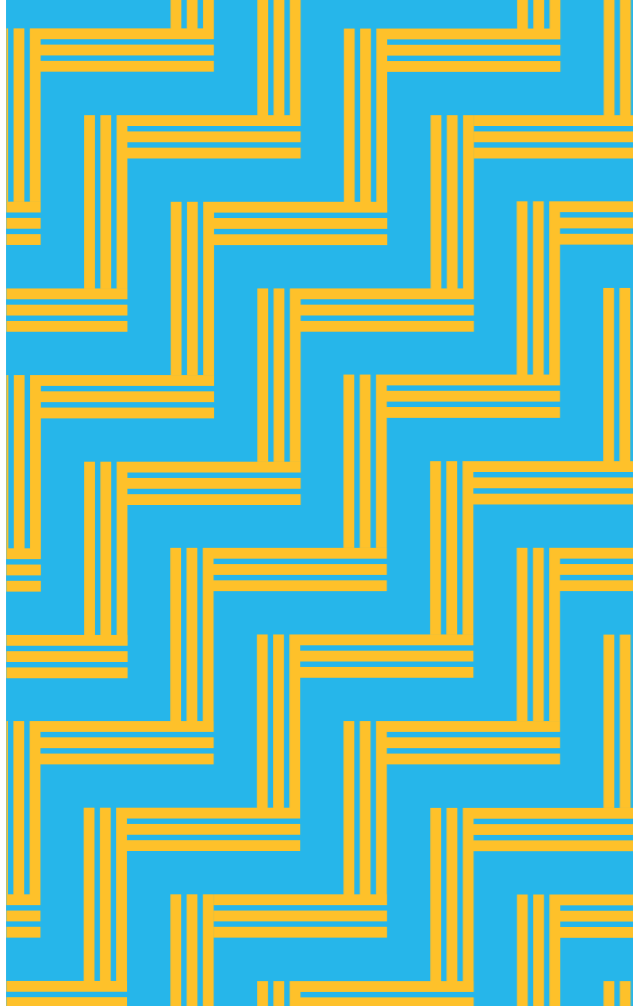
Ko Taranaki te maunga.
 Ko Patea me te awa.
 Ko Aotea te waka.
 Ko Ngati Ruanui me Nga Rauru
 ngā iwi.

I am the Principal at Spotswood College in New Plymouth and on the Board of the TSB Trust. I have taught in all sectors of education from Early Childhood to Tertiary including in the New Zealand Prison system.

I am passionate about disrupting the educational norm through transformative leadership and a focus on global citizenship. In 2013, I received a Sir Peter Blake Leadership Award as a result of the transformative work at Tamatea High School. In 2016, I was the recipient of Taranaki Daily News Person of the Year for transformative work at Patea Area School. I was a member of the former Education Council from January 2017.

Nicola Ngarewa

Nicola Ngarewa, Board Chair
 Teaching Council of Aotearoa New Zealand



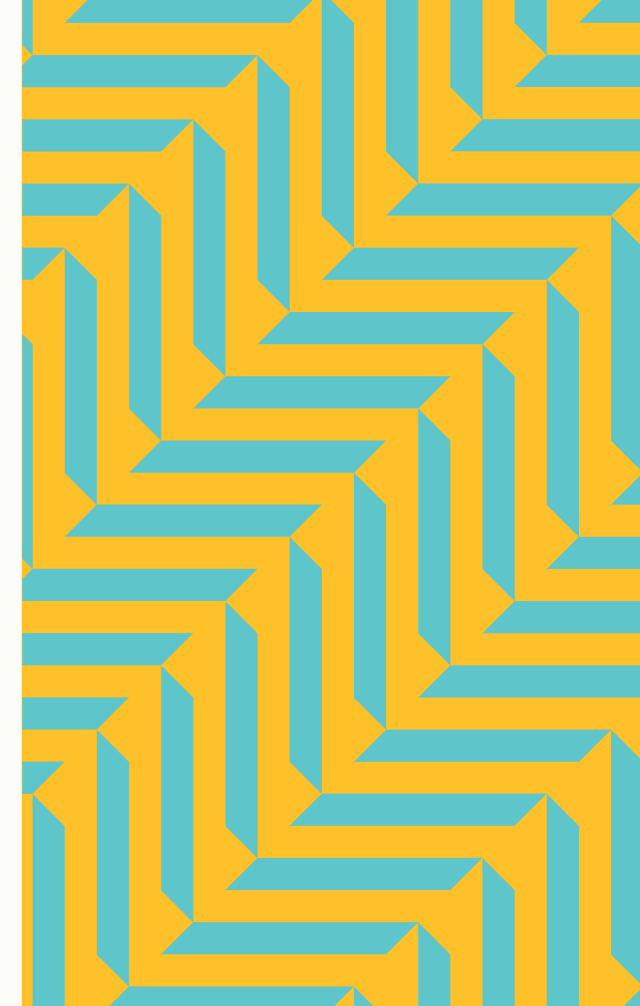
He Tangata Tiriti ahau.
 No Kanata ahau, engari, e mihi
 ana ki ngā tohu o nehe o Te
 Whanganui-a-Tara e noho
 nei ahau.
 Ko au te Tāhūhū Rangapū o
 Matatū Aotearoa.
 Ko te maihi matau o tōku whare
 ko Tangata Whenua.
 Ko te maihi mauī o toku whare ko
 Tangata Tiriti.
 Ko te Tekoteko kei runga ko
 te Kaiako.
 Ko ngā pou e wha o toku whare.
 Ko Te Pono, ko Te Manaakitanga,
 o Te Whakamana, me te
 Whanaungatanga.
 Koia ko te whare o Matatū
 Aotearoa.

As Chief Executive, I am responsible for providing strong leadership, influence and the drive to lift the status of the teaching profession.

I have held senior roles within the education sector for more than 15 years, including Associate Deputy Secretary Student Achievement at the Ministry of Education and leading the teacher payroll recovery project as Associate Deputy Secretary Novopay. I have been at the Teaching Council since February 2016.

Lesley Hoskin

Lesley Hoskin, Chief Executive
 Teaching Council of Aotearoa New Zealand





Part two

Our work with you

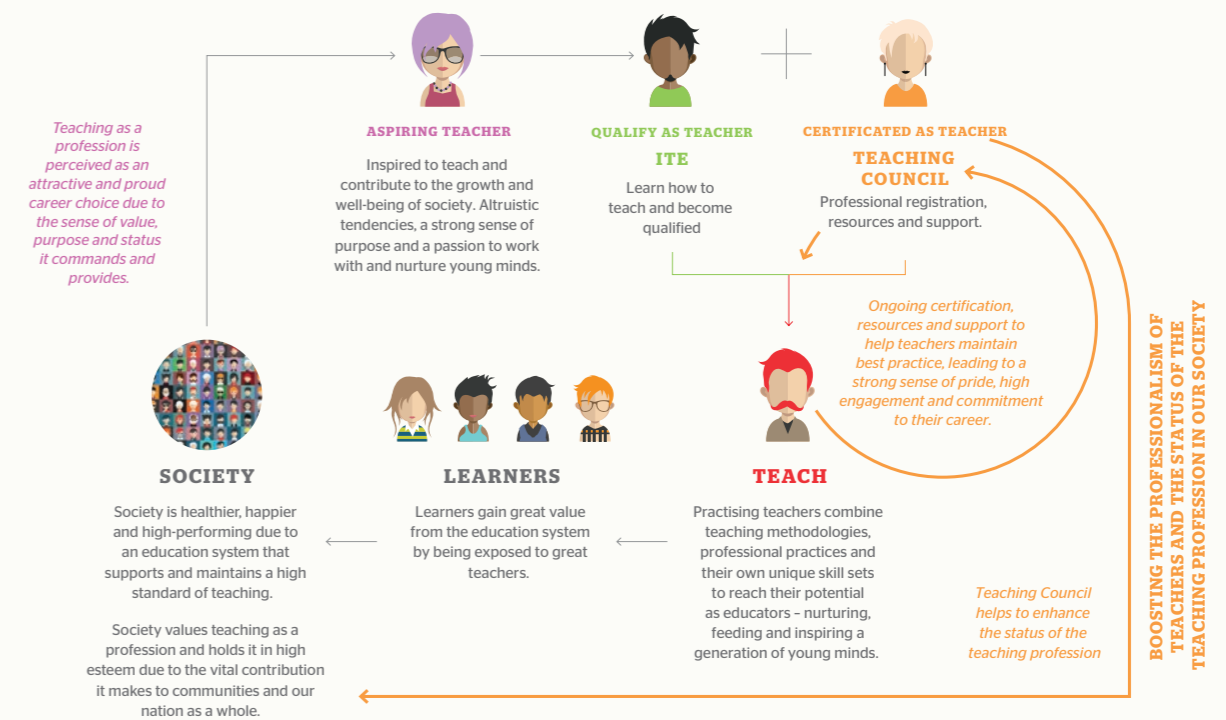
22



Our work with you

The Teaching Council plays a unique role in Aotearoa New Zealand's education system. We are a statutory body that works side-by-side with Government while maintaining independence. We offer you professional, independent expertise that supports teachers to put ākonga and their whānau first.

TEACHING COUNCIL'S PLACE IN THE TEACHING ECOSYSTEM



The Teaching Council must engage directly with you when we review the criteria for teacher registration or the standards for qualifications leading to registration. You can issue statements of Government policy relating to the Teaching Council's functions.

Over your term as Minister, the Teaching Council will work alongside your agencies to strengthen policy, provide free and frank advice, and advocate for ākonga, their whānau and the teaching profession. Areas of collaborative work already underway include:

- leading the development of practical case-studies and advice on professional conduct and competence to align with the Ministry of Education's development of the new *Guidelines for Physical Restraint and Behaviour Management*;

- providing feedback on the Ministry of Education's review of Early Childhood Education regulations, including highlighting key areas of concern and tension for teachers and professional leaders;
- supporting the Ministry of Education to implement its new Action Plan for Pacific Education, Ka Hikitia, and Tau Mai Te Reo;
- aligning our Give Nothing to Racism in Education - Unteach Racism kaupapa to the Ministry of Education's Te Hurihanganui initiative;
- approving proposals for an enhanced induction and mentoring programme, funded by the Ministry of Education, that will provide additional support to new teachers whose training was disrupted by COVID-19;
- working with the Ministry of Education to create the operational and delivery arm of the Leadership Space, Rauhuia.

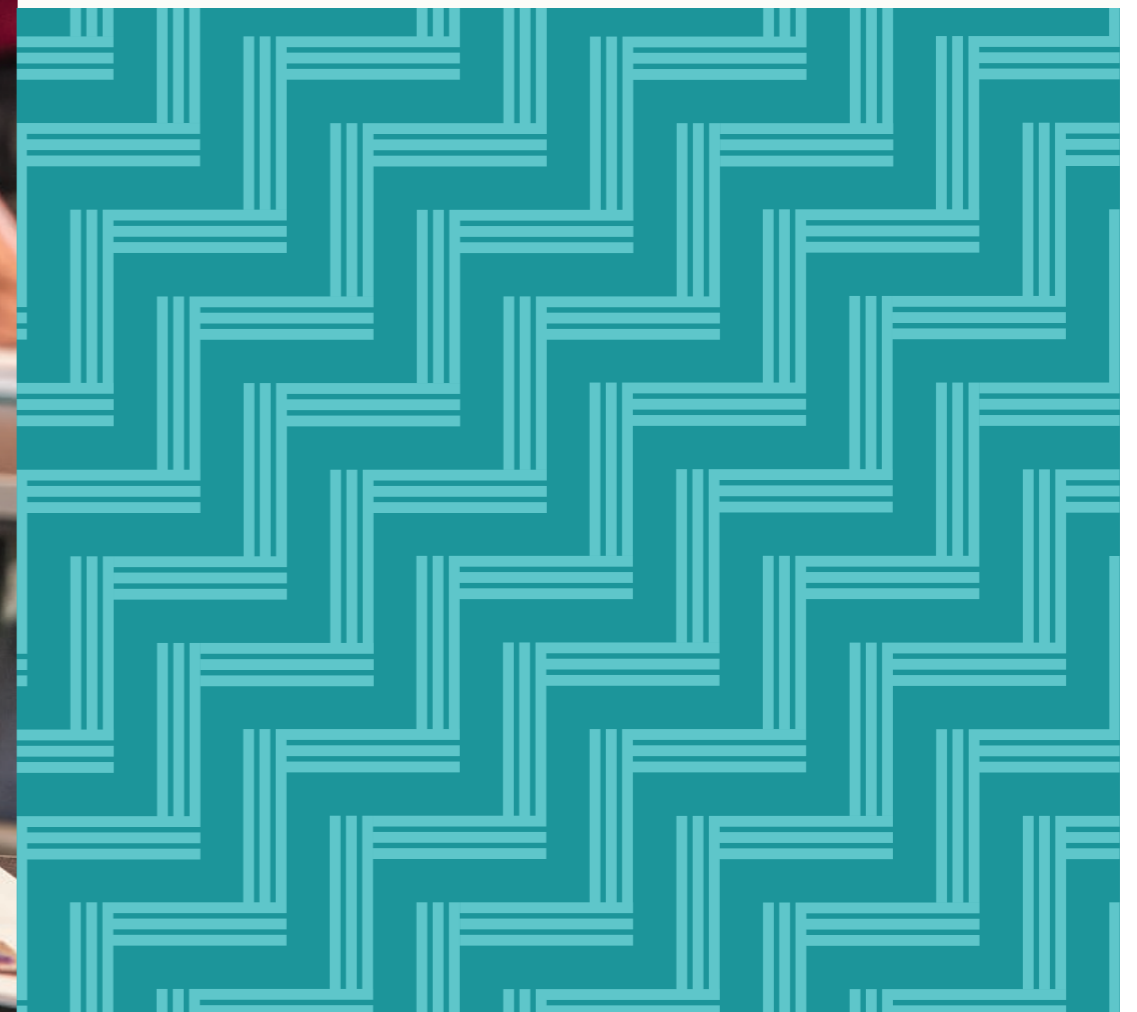
It is also likely the Teaching Council will come to you seeking some legislative changes during your term. At present, we are investigating whether change is needed in the following areas:

- to help address the increased number of cases referred to the Disciplinary Tribunal by the Complaints Assessment Committee, some of which might be dealt with in a more culturally appropriate, fair and efficient manner;
- to address a new issue created by annualising certification, where a newly qualified teacher may not be able to meet the satisfactory recent teaching experience requirements but would otherwise meet the necessary standards for renewing their certification.



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Rauhuia, our leadership space

One of the functions of the Teaching Council is to provide leadership and direction for the teaching profession. We see fostering leadership within our profession as key to this.

In 2018, the Teaching Council launched the *Leadership Strategy for the Teaching Profession of Aotearoa New Zealand* (the Leadership Strategy) and the accompanying Leadership Capability Framework. These documents are world-leading in that they:

- belong to the profession;
- are relevant to every teacher across English and Māori-medium settings – in both positional and non-positional roles;
- apply to teachers in every education setting: early childhood, primary, and secondary;
- are steeped in international and Aotearoa New Zealand leadership research;
- set out a guiding framework for teachers to develop their own leadership capability – making leadership development accessible to everyone;
- are unique to Aotearoa New Zealand – recognising Te Tiriti o Waitangi, as well as the cultural distinctiveness of leadership in Māori-medium and bilingual settings;
- provide a system-level approach to growing and developing leadership in action.

The vision of the Leadership Strategy for the teaching profession of Aotearoa New Zealand is:

“to enable every teacher, regardless of their role or setting, to have the opportunity to develop their own leadership capability so that through principled and inspirational leadership, a culturally capable, competent and connected teaching profession achieves educational equity and excellence for all children and young people in Aotearoa New Zealand.”

We want to implement the Leadership Strategy so that Aotearoa New Zealand and its teachers can benefit from this goal. We also believe that realising this vision is the best way for the Teaching Council to fulfil its statutory responsibilities to:

- provide leadership to teachers and direction for the education profession;
- enhance the status of teachers and education leaders.

Tomorrow’s Schools review and the formation of a ‘Leadership Centre’

As part of the sixth Labour Government’s Tomorrow’s Schools Review (2019), the Teaching Council was invited to establish a ‘Leadership Centre’. The review acknowledged our ‘considerable work’ with the education sector to develop the Leadership Strategy and the Leadership Capability Framework. The Government noted that it wanted to ensure there is “a strong and coherent connection between the Ministry’s new functions and the Teaching Council’s Leadership Centre”.

An Aotearoa New Zealand approach: Rauhuia

After being invited to establish the Leadership Centre, the Governing Council agreed that the Centre needs to have a uniquely Aotearoa New Zealand approach. This approach focuses on uara/ values and a commitment to honouring Te Tiriti o Waitangi and the four articles through processes and structures that actively promote an authentic and equitable relationship between the partners.

The Teaching Council re-named the ‘Leadership Centre’ **Rauhuia**⁵. It describes a leadership space, rather than place, as there was confusion by the profession that Leadership Centre meant a building in Wellington. We refer to Rauhuia as a ‘leadership space’ rather than a ‘leadership centre’.

Rauhuia provides the overarching framework the Teaching Council will use to show how leadership will grow and be supported in the Aotearoa New Zealand education system. It will implement the Leadership Strategy. The Teaching Council will be responsible for the strategic direction of Rauhuia, while the Ministry of Education will manage delivery. Funding arrangements for Rauhuia have yet to be determined, including whether it will be funded by reprioritisation or by a future Budget bid.

5. The feathers from the huia bird were prized possessions throughout Te Ao Māori, as they symbolised leadership. Te Rangitopeora, the well-known rangatira of Ngāti Toa, wore huia feathers as a sign of her mana and of her people’s agreement that she was their leader. ‘Rau’ means to gather up, put into, or catch with a net. Rauhuia recognizes that every region utilises and connects to the symbols and imagery of significant birds specific to their environment. This demonstrates that regions have their own unique ways of growing and nurturing what leadership means for them. Rauhuia is a locally driven approach, but with common elements to connect to the system.

Rauhuia acknowledges the mana regarding the roles and responsibilities for Principals and Professional Leaders to lead in our communities. It acknowledges the saying:

Waiho mā ngā Tui,
ngā Tui e tiaki

Waiho mā ngā Tumuaki,
ngā Tumuaki e tiaki

Waiho mā ngā Kaihautū,
ngā Kaihautū e tiaki

Leave it to the Tui to take care
of the Tui

Leave it to Principals to take
care of Principals

Leave it to the leaders to take
care of the leaders

Rauhuia also acknowledges the mana regarding the roles and responsibilities for teachers to lead learning in our communities. It acknowledges the saying:

Tangata akona i te kainga,
tū ki te marae, tau ana

A person nurtured at home
will stand with confidence in
the community

The Teaching Council is continuing to work with iwi, teachers, the Ministry of Education and sector organisations to further develop Rauhuia, with the aim to have the concept embedded across the profession and some short and medium-term Leadership Strategy actions in place by July 2021.





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Our projects

Teaching is, by nature, a profession where you never stop learning. There is no 'perfect' teacher or single 'best practice' teaching style. We encourage teachers to continually grow and learn new skills, new attitudes, and new ways of doing things. Likewise, we are committed to this philosophy of growth in our own work at the Teaching Council.

As the Teaching Council's work in the leadership space has evolved, we have recognised how important it is to empower every teacher as a leader. When we reflect on our policies, it is important they grow and change to reflect our developing understandings of teachers as trusted leaders. We are making some big changes to how we do things in the teaching profession to better uphold the mana of teachers as leaders.

Annual certification (moving from a 3-year cycle)

Certification is a key regulatory process the Teaching Council uses to "ensure safe and high-quality leadership, teaching, and learning", as set out in our statutory purpose. Certification involves the Teaching Council issuing or renewing a practising certificate that grants the teacher the right to teach in Aotearoa New Zealand.

When we issue or renew a practising certificate, we ask for confirmation that the teacher meets certain requirements, as set in our *Requirements for Teacher Registration, Practising Certificates, and Limited Authority to Teach (Registration Requirements)*.

Regularly confirming that teachers still meet the requirements for a practising certificate:

- gives the Teaching Council confidence to confirm to society that all practising teachers are safe and high-quality;
- reinforces to teachers the commitments, standards, and ongoing growth that are expected of members of the teaching profession
- provides an opportunity for the Teaching Council to offer support to, and work with, teachers and professional leaders who might be struggling or unable to meet the requirements
- provides an opportunity to put a spotlight on specific areas of professional competency—for example we are currently emphasising te reo me ngā tikanga Māori.

The Teaching Council is transitioning from a three-year certification system to an annual certification system. This will mean that teachers' practising certificates will be valid for one year from issue, rather than for three years. By connecting with teachers more regularly, we hope to create a closer relationship between

the Teaching Council and teachers, so we are better able to provide timely and appropriate professional support for teachers who need it. The annual approach will also give the Teaching Council better, more regular information about the condition of the profession as a whole and any quality concerns that may be emerging.

This change is enabled by the launch of our new online system for teachers, Hapori Matatū. Hapori Matatū enables the Teaching Council to change how teachers apply for and endorse practising certificates. It also enables us to process teacher applications more easily and quickly. The new experience of renewing or endorsing annual certification is still being developed, however it will be less administratively demanding and more user-friendly than the current renewal system.

Annual certification will also mean the Teaching Council can collect teachers' fees in smaller increments. This responds to some teachers' concerns that the recently increased three-yearly lump sum would be difficult to pay in one go. It also gives teachers the choice to only pay for certification in years when they intend to teach.

The sixth Labour Government provided \$16.5 million in Vote Education 19/20 to support the Teaching Council's transition to annual certification. This appropriation covers the financial shortfall created by the transition.



New Initial Teacher Education requirements

After extensive consultation, the Teaching Council has overhauled our requirements for Initial Teacher Education (ITE) programme approval, monitoring and review (ITE Requirements). By early 2021, 46 percent of ITE programmes will be approved to meet the new requirements. The rest of the programmes will be approved by 2022. Although the changes to programmes are happening quickly, it will take time for the impact on beginning teachers' practice and learner outcomes to take effect. By the end of your term as Minister all new teachers will have been trained under the new requirements.

Key changes to ITE Requirements include:

- lengthening the minimum practical experience requirements so that student teachers get more time in schools/centres/kura;
- requiring providers to build authentic partnerships with schools/centres/kura and Māori/iwi to provide genuine input into key elements of programmes;
- better-quality assessments that providers will use to assess whether student teachers meet the Standards | Ngā Paerewa, in a supported environment, including a specific assessment framework for Māori Medium programmes;
- flexibility to enable more diverse pathways into teaching;
- placing focus on teachers developing the skills they need to continually improve and adapt their teaching practice throughout their careers.

The new ITE Requirements follow our philosophy of growth. They are less prescriptive, allow for providers to interpret and justify their programme design and assessment decisions, and require a partnership with the teaching profession as part of this design process. The new requirements place trust in our expert teacher educators to work alongside the profession and partners such as iwi, Pacific peoples, and other community groups to design strong and creative ITE programmes that respond to the needs of a future-focussed profession.

Replacing teacher appraisal with a professional growth cycle

We believe the education system will be more successful when teachers are working in a connected system where they are trusted for their expertise and have the opportunity to work with each other to build capability. We are working with teachers, unions and peak bodies to co-design a replacement for appraisal. The new approach will be called the professional growth cycle and will:

- place more focus on teachers' professional development rather than on compliance-focussed proof of practice; i.e. looking forward to improve practice, rather than looking back;
- place more trust in professional leaders;
- remove unnecessary compliance and lighten the load of teachers and leaders.

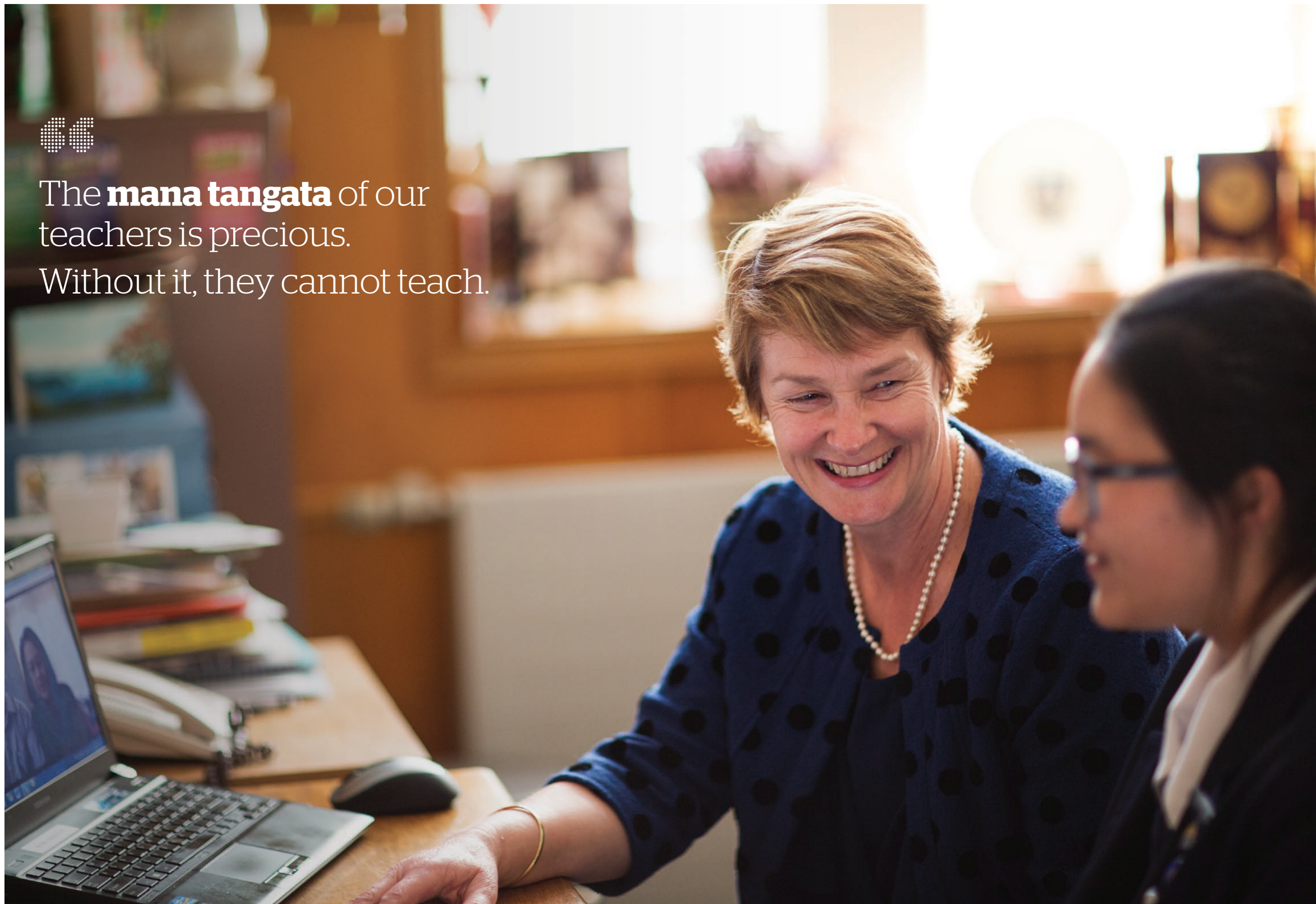
There will be a focus on observations and conversations between the teacher and leader about professional growth, and less emphasis on collecting evidence or quantified targets for teachers to meet.

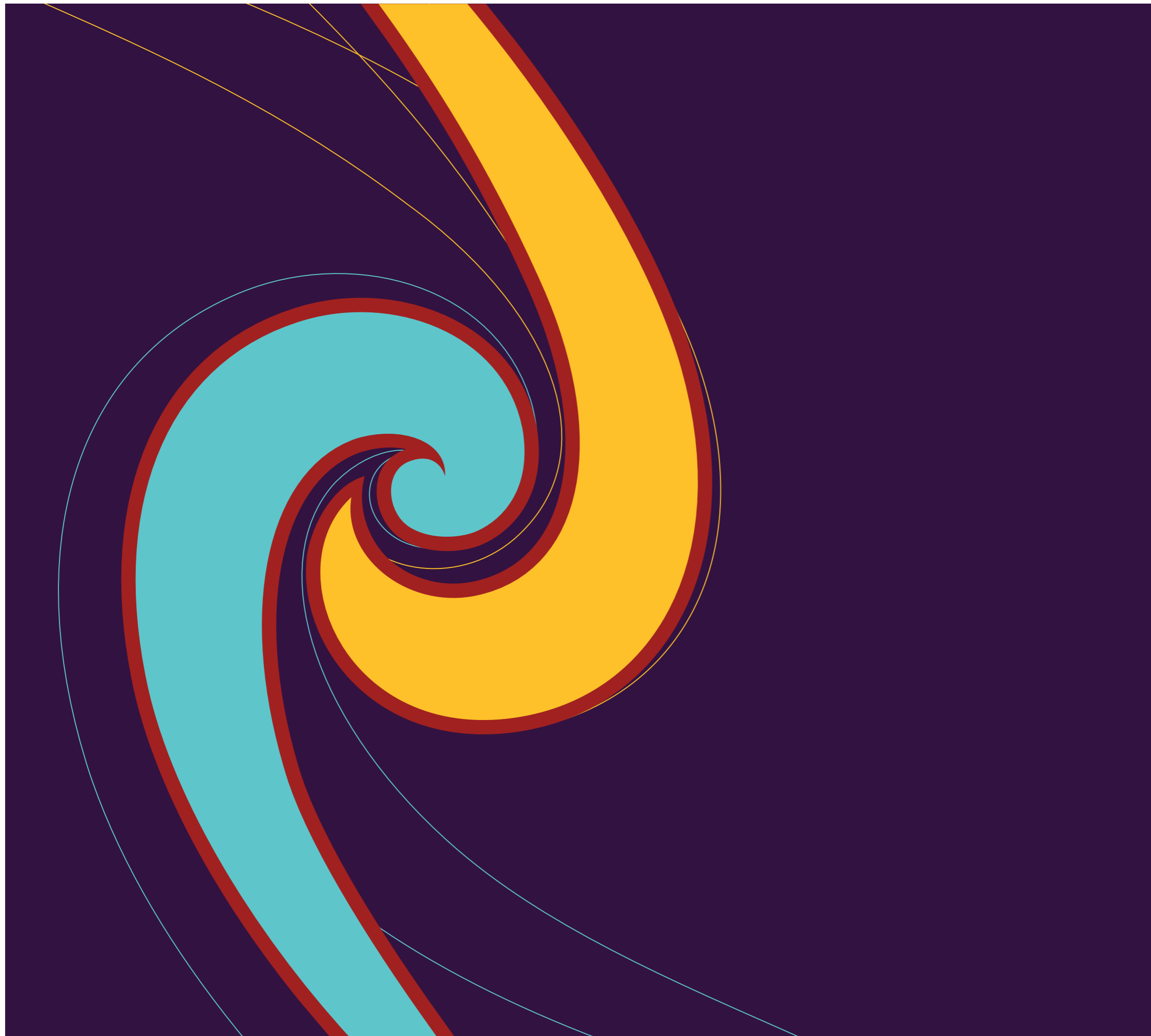
Teachers and leaders have difficult jobs and need to ensure that any time spent on professional development is time well spent. The professional growth cycle will give teachers more ability to have input into what their priorities for learning and development will be, because professional leaders will design their learning setting's professional growth cycle with teachers. The professional growth cycle will also allow recognition of the important professional learning and development that is embedded within teachers' everyday practice, such as professional conversations with colleagues and collaborative work with whānau, families, and other education specialists. This embedded professional learning can be difficult to quantify and as such can be undervalued.

Professional leaders will be able to draw on the professional growth cycle when endorsing teachers for practising certificate renewal. A link will also be created between teachers' reflections on their use of the Standards | Ngā Paerewa and annual practising certificate renewals.



The **mana tangata** of our teachers is precious. Without it, they cannot teach.





Directory

Teaching Council of Aotearoa New Zealand

Visit: Level 7, 80 Boulcott Street Wellington 6011

Post: PO Box 5326, Wellington 6140, NZ

Phone: +64 (0) 4 471 0852

Email: enquiries@teachingcouncil.nz

Staff

Lesley Hoskin, Chief Executive

Phone: +64 4 282 1813

Email: Lesley.Hoskin@teachingcouncil.nz



**Teaching
Council of
Aotearoa
New Zealand**

Visit: Level 7, 80 Boulcott Street Wellington 6011, NZ

Post: PO Box 5326, Wellington 6140, NZ

Phone: +64 (0) 4 471 0852

Email: enquiries@teachingcouncil.nz