

# Deep Dive: Resourcing the ITE work programme

ITEAG 26 November 2021



**Teaching  
Council of  
Aotearoa  
New Zealand**

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Stand tall. Shape the future.

# Regulatory Framework

- An Independent Statutory Body established by Parliament in 2015
- A registered Charity
- Our operation is governed by the Education and Training Act 2020, and **40** other acts and regulations (Health & Safety at Work Act, Privacy Act, Official Information Act, Ombudsmen Act etc.)
- Governed by a Board consisting of 7 members elected by the profession and 6 members appointed by the Minister

## Key Accountability mechanisms:

- Annually present to the House of Representatives an annual report on its operations, including financial statements audited by Audit New Zealand
- At least every 3 years, following consultation with teachers, the Government, and the public, publish a report setting out its strategic direction for the next 5 years
- Every 3 years hold elections for the seven elected Board members
- Gazette notices relating to fees, Rules, changes to the code of conduct etc. which are subject to review by Parliaments Regulations Review Committee
- Subject to the Official Information Act and Privacy Act

# Regulation with the right touch

The Teaching Council operates according to the following good practice regulatory Principles<sup>1</sup>:

- Proportionate: regulators should only intervene when necessary. Remedies should be appropriate to the risk posed, and costs identified and minimised
- Consistent: rules and standards must be joined up and implemented fairly
- Targeted: regulation should be focused on the problem, and minimise side effects
- Transparent: regulators should be open, and keep regulations simple and user friendly
- Accountable: regulators must be able to justify decisions, and be subject to public scrutiny
- Agile: regulation must look forward and be able to adapt to anticipate change.

<sup>1</sup>Professional Standards Authority. (11 April 2016). "Right-Touch Regulation 2015". <https://www.professionalstandards.org.uk/publications/detail/right-touch-regulation-2015>

# Financial overview

FY2021-22 Budget	\$ (approx.)	%
Costs proposed to be paid by teachers*	\$17m	100%
Revenue from teacher fees	\$8m	47%
<b>Operating deficit</b>	<b>(\$9m)</b>	<b>53%</b>

\* After recoveries, costs awards, and ongoing government grants

Net Costs by function	\$ (approx.)	%
Conduct	<b>\$7.3m</b>	<b>43%</b>
Competence	<b>\$1.5m</b>	<b>9%</b>
Registration	<b>\$4.7m</b>	<b>28%</b>
ITE	<b>\$1.8m</b>	<b>11%</b>
Code & Standards	<b>\$0.8m</b>	<b>6%</b>
Leadership Centre	<b>\$0.0m</b>	<b>0%</b>
Other	<b>\$0.5m</b>	<b>3%</b>
<b>Total</b>	<b>\$17m</b>	<b>100%</b>

# Fees and levies consultation plan

- We're thinking about a two-step consultation process:
  - Step one: share | listen | shape
    - Extensively engage with stakeholders, peak bodies, and community groups to share information, get feedback, and shape proposals for consultation with all teachers
    - Give teachers the opportunity to have a say on the level of services to be provided
  - Step two: ask | respond
    - undertake a formal consultation process with all teachers based on the outcomes of step one

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# Key activities & costs

We work with around **130,000** registered teachers and each year we:

- Process around **40,000** registration and certification applications
- Receive around **110,000** phone calls or emails from teachers or professional leaders
- Receive around **600** complaints or Mandatory Reports
- Undertake around **300** conduct investigations
- Undertake around **30** competence investigations
- Review or approve around **25** ITE programmes
- Respond to around **100** OIA requests
- Undertake **4-5** consultation processes relating to rules or other key processes

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# Staff and resources

FTE Staff	Direct FTE	%	Indirect FTE (Finance, IT, HR, Admin etc.)	%
Conduct	31.7	31%	20.3	20%
Competence	7.6	8%		
Registration	31.9	31%		
ITE	7.3	7%		
Code & Standards	2.7	3%		
Leadership Centre	0.0	0%		
Other	0.5	0%		
<b>TOTAL = 101.9</b>	<b>81.6</b>	<b>80%</b>		

- Inside the Council, the way people are organised into teams is based around the *type* of work undertaken, not statutory functions:

Team	Statutory Function
Registration	Registration
Professional Responsibility	Conduct
Teacher Capability & Collaboration	Competence, PGC & Registration, ITE, Code & Standards
Communications and Advice	Registration, Conduct
Policy & Implementation	Conduct, Competence, Registration, Code & Standards, ITE, Education System
Finance, IT, HR & other support functions	To ensure Council performs or exercises its functions, duties, and powers efficient and effectively and operates in a financially responsible manner <sup>1</sup>

<sup>1</sup>Clause 9, Schedule 19, Education and Training Act 2020

# ITE Standards Activity & Costs

Net Cost: ITE Standards	\$ (approx.)	%
Salaries / temps	\$0.45m	65%
Other	\$0.05m	8%
<b>Total Direct Costs</b>	<b>\$0.51m</b>	<b>73%</b>
Indirect Costs including HR, IT, Finance,	\$0.190m	27%
Recoveries / grants	-\$0.00m	-0%
<b>Total</b>	<b>\$0.70m</b>	<b>100%</b>

- Development of ITE Strategy
- ITE Programme Approval, Monitoring and Review Requirements
- Responding to COVID
- Developing next phase of ITE work – monitoring, evaluation, induction etc
- 2.6 FTE

Standards  
Based

Knowledge  
Based

# ITE Programme Approval Activity & Costs

Net Cost: ITE Programme Approval	\$ (approx.)	%
Salaries / temps	\$0.58m	52%
Travel Costs	\$0.15m	14%
ITE Review Panels	\$0.13m	11%
Other	\$0.10m	9%
<b>Total Direct Costs</b>	<b>\$0.96m</b>	<b>86%</b>
Indirect Costs including HR, IT, Finance,	\$0.36m	32%
Recoveries / grants	-\$0.20m	-18%
<b>Total</b>	<b>\$1.11m</b>	<b>100%</b>

- New ITE Programme Approval, Monitoring and Review Requirements were published in 2019
- Working with providers to ensure good understanding
- Approval process and reporting
- Ongoing monitoring and relationships with ITE and practitioners
- 4.7 FTE

Standards  
Based

Knowledge  
Based

# ITE Next Steps

- **With the transitional phase of programmes being approved under the new ITE Requirements coming to an end, the Council is focussing on the next steps:**
  - a system level look at new graduate teachers
  - an evaluation of key policy shifts
  - ensuring that the first two years of teaching is better supported as beginning teachers progress to full practising certificates
  - refreshing the ITE requirements in line with the curriculum review – the Council has a representative on the Curriculum Voices Group to ensure there is alignment with the literacy and numeracy curriculum reviews currently underway
  - looking at how we might ensure greater consistency across key teaching tasks, while still providing ITE providers with sufficient flexibility to meet the needs of their communities
  - addressing the impacts of Covid-19 on ITE, and ensuring that our requirements are fit-for-purpose in an environment where practical experience in schools may be harder to come by
  - researching and co-designing an integrated quality assurance programme
  - further support to strengthen authentic partnerships.
- **The Council is reconvening the ITE Advisory Group to provide advice and support for this mahi.**

# ITE Recoveries

- ITE programme approval, review and monitoring costs are charged to providers
- Recoveries from providers cover the direct costs of panels, teaching council staff, including a portion of overhead costs
- Recoveries do not include staff time providing guidance in understanding new requirements – this is a necessary investment to ensure we have high quality programmes submitted
- Higher recoveries from providers would likely result in ITE becoming less viable and costs being passed on to students

# Questions on ITE for feedback

- Do you agree that only the direct costs of approval, review and monitoring of ITE programmes should be recovered from ITE providers?
- Do you agree that the costs of setting the profession's requirements for ITE programmes should be paid for by teachers?
- If costs are apportioned across the teaching profession, what are the options to do this in a manner that is fair and equitable?
- What information do teachers need in order to engage with consultation on this issue?

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