

Deep Dive: Resourcing the ITE work programme

ITEAG 26 November 2021



**Teaching
Council of
Aotearoa
New Zealand**

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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 Principles¹:

- 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.

¹Professional 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%
Operating deficit	(\$9m)	53%

* After recoveries, costs awards, and ongoing government grants

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

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%		
TOTAL = 101.9	81.6	80%		

- 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 ¹

¹Clause 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%
Total Direct Costs	\$0.51m	73%
Indirect Costs including HR, IT, Finance,	\$0.190m	27%
Recoveries / grants	-\$0.00m	-0%
Total	\$0.70m	100%

- 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%
Total Direct Costs	\$0.96m	86%
Indirect Costs including HR, IT, Finance,	\$0.36m	32%
Recoveries / grants	-\$0.20m	-18%
Total	\$1.11m	100%

- 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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