



## Summary of the feedback received at pre-consultation hui

The table below summarises the feedback received from discussions with stakeholders about options and design of the fees/costs/levies consultation between September–October 2021. It also includes feedback received from the Initial Teacher Education Advisory Group at their meeting 26 November 2021.

	Theme	Sub-theme
Need to be clear on what the Teaching Council is consulting on given that the need for an increase to 2010 fees seems a given from the information provided:		
<ul style="list-style-type: none"> <li>identifying the areas in which feedback is being sought, e.g., how best to equitably distribute costs across groups of teachers or sectors, options for user pays, options for different levels of service where they exist, performance standards or expectations</li> </ul>	Finance	Equity Different service levels
<ul style="list-style-type: none"> <li>providing further detail on the stated amount of inflation since 2010</li> </ul>	Finance	Overall cost
<ul style="list-style-type: none"> <li>showing where fees go much like the information shared today</li> </ul>	Finance	Cost per function
<ul style="list-style-type: none"> <li>explaining what fees pay and what they do not—what is 'optional'</li> </ul>	Finance	Cost per function
<ul style="list-style-type: none"> <li>sharing the Teaching Council's reason for the increase</li> </ul>	Finance	Sustainability
<ul style="list-style-type: none"> <li>discussing the value proposition of the Teaching Council</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>demonstrating relevancy of the Teaching Council as the support and development hub of the profession</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>stating that the Teaching Council is a link to the profession (the hub)</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>allowing the profession to see the breakdown of costs, specifically the disciplinary costs, and consult on users pays</li> </ul>	Finance	Cost per function

<ul style="list-style-type: none"> <li>levels of service provision where options exist, e.g., \$92k pa spent on an expedited police vetting service for a 5-day turnaround of vetting requests versus \$0 for the standard 20-day turnaround</li> </ul>	Finance	Cost per function
<ul style="list-style-type: none"> <li>building relationships with marginalised groups within the profession and those who currently do not need to register allowing them to see the benefit (ECE)</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>allowing for some 'blue sky' as this will engage recipients and hopefully increase feedback.</li> </ul>	Consultation approach	Participation/voice of teachers
Consideration on disciplinary functions which was noted as a high-cost area mentioned:	Conduct function	Cost per function
<ul style="list-style-type: none"> <li>the possibility of giving detail into the costs</li> </ul>	Finance	Cost per function
<ul style="list-style-type: none"> <li>asking if the Teaching Council has benchmarked its process and fees against other regulatory organisations noting some have a user pays approach and/or costs granted during the process, e.g., CAANZ.</li> </ul>	Finance	Benchmarking
Support of the two-tier process by attendees also suggested by the Teaching Council with those present noted:		
<ul style="list-style-type: none"> <li>Broad agreement to this proposed approach. In addition, disseminate the information with suggested medium being: <ul style="list-style-type: none"> <li>scheduled bulletins and newsletters</li> <li>minimise the use of email and social media</li> <li>face to face with invites to Teaching Council to attend</li> <li>webinars</li> <li>workshops possibly on weekends face to face though online if necessary</li> <li>a possible road show for Teaching Council Executives and Governing Council.</li> </ul> </li> </ul>	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> <li>The timeframe (November-April) is appreciated due to workloads within the profession</li> </ul>	Consultation approach	Timeline for consultation
<ul style="list-style-type: none"> <li>Consulting on priorities for the strategic plan at the same time as fees and levies makes sense as this shows alignment to costs and function.</li> </ul>	Consultation approach	Joined up consultation
Ongoing engagement was supported by those present through their:	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> <li>scheduled bulletins and newsletters</li> <li>email and social media</li> </ul>		

<ul style="list-style-type: none"> <li>• face to face with invites to Teaching Council to attend</li> </ul>		
<ul style="list-style-type: none"> <li>• leaders of stakeholder groups attending.</li> </ul>		
Other feedback included:		
<ul style="list-style-type: none"> <li>• who will do the functions if the Teaching Council did not exist?</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>• thanking the Teaching Council for their work in Rauhuia, Professional Growth Cycle, enquiries, and the Code and Standards</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>• consideration by the Teaching Council on different payment options, i.e., fortnightly direct credits</li> </ul>	Finance	Options for fees and levies Payment methods including by instalment
<ul style="list-style-type: none"> <li>• the Teaching Council needs to be seen as a 'WE' by the profession not a 'THEM' - many believe the Teaching Council is a similar agency to the Ministry of Education. Messaging needs to show this</li> </ul>	Value proposition	Teaching Council purpose/functions
<ul style="list-style-type: none"> <li>• thanking Nicola Ngarewa, Chair of the Governing Council and Teaching Council for the Teaching Council's apology to the profession in regard to the first consultation</li> </ul>	Other	
<ul style="list-style-type: none"> <li>• each sector is different - share information appropriately, e.g., ECE, primary, secondary, principals, beginning teachers.</li> </ul>	Consultation approach	Communication with the profession
Timing of deep dive is not convenient due to the COVID-19 situation, i.e., vaccine mandate, secondary students starting back to kura in Auckland and now the Waikato. A more appropriate time would be late in November 2021 at the earliest.	Consultation approach	Timing of consultation
Is the messaging around the need for a fee increase something that Minister Hipkins could communicate to the profession as it has been acknowledge by them that there is a shortfall?	Consultation approach Finance	Government role
Communication with the profession needs to be clear and concise.	Consultation approach	Communication with the profession
There is a fees increase or a fees increase option for the profession so the best option may be to consult in the timeframe discussed within the presentation.	Finance	
Consultation seems to be an educational practice; to communicate why a fees increase is needed and where fees are spent to the profession.	Consultation approach	Communication with the profession
Do the Teaching Council need to consult on the level of services as they are statutory functions?	Consultation approach/Finance	Service levels Government role

On cost side, possibly deleting the leadership line altogether as it disconnects this from fees in the eyes of the profession.	Consultation approach	Cost per function
How different are we going to engage with Māori - how deep is consultation and engagement - how are we going to understand the things we have heard in prior feedback to ensure we do not make the same mistakes again.	Consultation approach	Te Ao Māori view
Always known the process the way teachers are called to the Council has been fraught as it is a colonial model and this has been discussed with Māori leaders and we have looked at this in partnership with Māori to tell us what is needed and to be cognisant of Māori Tikanga.	Consultation approach	Te Ao Māori view
Other thing is if we engage Māori in ways that are Māori is there evidence that it has been heard - in education we ask for opinion but do not evidence that it has been heard - how will the Council ensure that when they've been given evidence that it has been heard and added to the voice.	Consultation approach	Communication with the profession Feedback loop process
Roadshow to where the people are as it reduces misinformation and negativity - a single message that gives clarity. Council members to front this - instead of expecting stakeholders disseminating this information.	Consultation approach	Communication with the profession
Difficulty Teaching Council has is the increase requirement - it is a feeling not rational reaction. This is a challenge. There is a message in what you have put forward, people need to understand the role of the Teaching Council at the moment they see someone reaching in their pocket. Need to share the deficit of cost vs. income. Carefully need to consider it being fair and equitable as not all teachers receive the same pay. People go to social media for their data regardless of its validity. The message needs to come from the Teaching Council.	Finance	Value for money Benchmarking Actual and reasonable
Need to go out to each community with bespoke messages that are focused to them. Being able to listen, prepared to change the plan based on the feedback received. Sharing an increased cost is never an easy message to share. Being clear and honest is the best way forward.	Consultation approach	Communication with the profession Tailored to different sectors
The profession will ask why there is a deficit? When this happens, people blame the entity, transparency is required.	Consultation approach Finance	Cost per function Actual and reasonable
It is a good idea to share information and discuss what the Ministry of Education funds; however, it needs to be focused to the individual audience.	Finance	Government funded versus profession funded

There has been no discussion on streamlining of functions and staff within the Council itself, this needs to be shared with the profession.	Finance	Cost per function Actual and reasonable
Discussion at further hui should note what happens if funding currently provided continues to not cover the expenditures of current functions and who will fund these functions or does any shortfall force the government to fund or consider realignment of functions.	Finance	Why financial sustainability is important
Certification length and cost with options for payment need to be shared with the profession.	Finance	Options for fees and levies
Reconnection with the sector needs to occur and an awareness of the language used per audience being addressed using short snippets not an information overload is suggested.	Consultation approach	Communication with the profession Clarity of message
Comparisons with other regulatory bodies and how they are funded should be given to the profession so they can see where the Teaching Council sits.	Finance	Actual and Reasonable Benchmarking
It is important that the Teaching Council anchor its role in compliance and registration; their core functions prior to considering the other functions which they must do due to legislation. These core functions are for the well-being of the profession and public.	Value proposition	Teaching Council purpose/functions
Timing is key and not having the consultation at the end of the year is key or having it tied to a January due date.	Consultation approach	Timeline for consultation
<b>Conduct</b>		
Wording: the Teaching Council is concentrating on percentage that is doing things wrong in conduct. Language of conduct.	Conduct function	Communication with the profession Focus on the positive rather than the negative, e.g., 99.5% of teachers never have an issue
Provide analysis for teachers to see the characteristics of those that undergo disciplinary processes (what sector, how experienced).	Conduct function	Communication with the profession Analytics/data
The quality improvements the Teaching Council are making are really important, even if they cost more. However, there is a limit to the willingness by teachers to pay for this, and we should test with teachers how much of it they think is reasonable to pay.	Value proposition	Communication with the profession Service levels
Conduct costs should not be equally shared across the profession; the government should pay for the costs.	Conduct function	Government funded versus profession funded

Given that many discipline incidents are not proven or at a very low level, would not be in favour of teachers personally contributing to the cost of the disciplinary process. In cases where a teacher is found guilty of serious misconduct some thought could be given to recovering some costs. However, given that it is likely in this case that the teacher will lose their teaching position, the capacity of the individual to fund disciplinary costs will be limited and could be seen as a double penalty. Not in favour of cost recovery for these reasons.	Conduct function	Government funded versus profession funded Costs shouldn't be borne by those being disciplined
The system should continue to operate with teachers funding these costs across the profession using teacher levies through registration. Carry on with the current system and ensure that teachers understand the full costs budgeted to this area and the possible shortfall.	Conduct function	Options for fees and levies
Monitoring the conduct and capability of the profession is something we should all care about and contribute to the cost of. We should potentially make this expectation more explicit in the code and standards. Understands there are potentially shared benefits on the conduct issues and that Government could be asked to contribute a portion but ultimately it is the profession's responsibility.	Conduct function	Options for fees and levies Government funded versus profession funded
The apportionment of costs evenly across teachers is reasonable, the rates we are suggesting covering the shortfall are reasonable, this is just what it costs.	Conduct function	Equity Options for fees and levies All teachers should fund this, costs seem to be reasonable
It is the responsibility of the profession to pay for disciplinary processes; teachers should manage our own profession and uphold our standards. It would be damaging if there was any attempt to apportion the cost of conduct to those parts of the system where data shows conduct issues are more prevalent - that would be very damaging to holistic nature of profession.	Conduct function	Options for fees and levies Professional responsibility
<b>Registration</b>		
Different service levels should be offered to teachers. The passport model that was discussed is likely to make sense to most teachers. In ECE the whole fee is most often paid for by employers; this is likely to continue given the shortage of ECE teachers.	Registration function	Equity Service levels Cost per function Actual and reasonable

Explanation on the slower lower-cost 'standard' service level and a faster higher-cost 'express' service? This should be clarified more. Example: the principal can go online and see if this person meets the registration requirements subject to police vetting and the Standards.	Registration function	Service levels Cost per function Actual and reasonable
As a possible way forward, negotiate with the government for a 5 to 10-year solvency plan for the Council based on two parts. The Crown accepts that it is going to pay additional money but also kaiako will have to pay additional money over time (incremental costs for kaiako annually) and any money that needs to be topped up should come from the government until the teaching profession pays for its own way.	Finance	Government funded versus profession funded Phase in increases using government subsidies until the Council is fully sustainable, i.e., fees need to increase, but not the full increase immediately
Given the tensions that currently exist with teachers resisting large increases in teacher registration fees, I believe the Teaching Council should be conservative here and just offer a 'low cost' standard service level. I recall that twenty days was the turnaround of this service and I believe that is more than adequate. A penalty payment could be allocated to late requests to cover the costs of requesting extensions etc.	Registration function	Service levels Particularly around the turnaround of practising certificate applications
Ambivalent to offering different levels of service to reduce cost or to have user pays for fast-track service.	Registration function	Service levels
Have sympathy for beginning teachers and would like to see the initial practising certificate being more affordable for them first time round.	Finance	Equity Options for fees and levies
<b>Initial Teacher Education (ITE)</b>		
You have not yet adequately clarified the \$44.82 in ITE costs. Our understanding is that ITE is a user-pays model with the universities, and we are uncertain what additional services teachers are paying for. Could you please advise what the \$44.82 is used for?	ITE function	Actual and reasonable Benchmarking/better breakdown of costs
We should provide information to all teachers about the sector: facts and figures about how many in each sector. Concern is that many school teachers don't think of ECE as teachers and forget that they are registered too. Would like to see some analysis of which teachers are using our services, thinking being that if we can show that not all teachers use some services then they might be better funded on a user pays model.	Other	Communication with the profession Options for fees and levies Data/analytics
The ITE costs should not go up, the Ministry of Education could increase the funding, or they could fund it separately.	Finances	Government funded versus profession funded

Asked about how the ITE fees are made up. Thought there might be some value in doing some benchmarking of the ITE approval costs charged to ITE providers with other sectors. His sense is that our fees are pretty consistent with other profession/faculty processes.	ITE function	Communication with the profession Benchmarking
It would be useful to share the detail about the breakdown ITE fees as this was a question from the PPTA before.	Finances	
<b>Competence</b>		
The factors driving competence [concerns] are many and varied including deteriorating mental health, inability to cope, etc. I believe this is a cost that the teaching profession needs to cover as part of our professional responsibilities. In some cases, many of these staff should not have been fully registered as teachers and do not have the necessary gifts and talents nor resilience to succeed. It is a failure of the system and, therefore, a function that the profession needs to fund.	Competence	Teachers' professional responsibility
<b>General</b>		
Can't see how the Council is going to sell the fees and levies to the profession.	Finance	Communication with the profession Story hard to sell
Putting the profession into an organisation that isn't set up, it isn't reflected in what Teaching Council does. What do the other 90% of teachers get, is the Teaching Council not thinking of other ways to reduce the cost?	Value proposition	Actual and reasonable
Deficit what other business consideration is given regarding the value. Unions are providing value. If you can't get the money from government then there is a question.	Value proposition	Government funded versus profession funded
There isn't a vision, its tunnel vision going forward.	Value proposition	Communication with the profession
Majority of teachers are great teachers. No action in that area of leadership as principal, whether I would look at it. The world has moved on, not the Teaching Council.	Value proposition	Communication with the profession Teaching Council is not reflecting the current world
Wonder if there is more thinking needed to go further. Rolls Royce to get from A TO B. Set up in operation of unions which makes it hard for the Teaching Council.	Value proposition	Options for fees and levies
The issues are values.	Value proposition	Teaching Council purpose/functions



At the stakeholder hui, we were told that the Teaching Council's business model is not aligned with the statutory functions. This approach does not allow for clarity and transparency as teachers try to understand exactly what they are being charged for. Could you please provide information that maps the fees to the Council's statutory functions?	Finance	Transparency Mapping costs to functions
We also raised the issue of transparency in some of the documents you have chosen to share with the sector. Slide 31, Benchmarking Reasonable Costs, is a good example of this, as you have chosen to compare the existing fee level, as opposed to your proposed fee. What is the purpose of this comparison?	Finance	Transparency Actual and reasonable
Teaching Council communicate we shouldn't frame it as fees and levies as teachers won't understand that - better to say scenario 1, 2, 3 etc, so they know what cost to them might be. We should also ask how much are you prepared to pay and stay in the profession? What is the limit?	Value proposition	Transparency Actual and reasonable
Like to see a transparent report then going to Government that brings the teachers' voice and helps them to make a decision about their contribution - teachers needs to see that they were listened to.	Finance	Transparency Government funded v profession funded
ECE would like to be a conduit for communicating with their members. They are happy to use their newsletter.	Consultation approach	Communication with the profession
How do we have a kōrero with our kaiako that is not overwhelming and allow them the opportunity to give their feedback?	Consultation approach	Communication with the profession Equity Provide opportunity to give feedback
Consultations should start late January/February. A zoom hui should be held for kaiako and then allow them to watch a video, follow it up with a survey.	Consultation approach	Communication with the profession Use zoom hui to launch/have a video presentation/use a survey
A sliding scale of costs with beginning teachers paying less than teachers who are at the top of the scale would seem to be a possibility.	Finance	Options for fees and levies Variable fees based on earnings
It would be much easier for teachers to pay registration fees fortnightly similar to what they do with their union fees. It is much harder for many staff with families and living costs to pay a one off \$450 registration fee than it is to pay a \$17 automatic fortnightly fee. I believe that this is much more tenable and achievable.	Finance	Options for fees and levies Payment by instalment

Believe that once the Teaching Council has set its fees, like any organisation it must have annual CPI adjustments to ensure it remains viable and able to achieve its purpose. This also means that it will need to continually review its operations to make sure it is running and effective and efficient operation and that it maintains its focus on its core roles without teachers funding 'extras'. It will also require clear and transparent reporting to teachers as stakeholders in the system.	Finance	Options for fees and levies Keep fees up to date so no need for another big increase
It is a privilege to enter the profession. Reasonable to say that this is what it costs to be a part of profession. It is a part of the costs of doing business; we all benefit from the standards that are set.	Finance Values proposition	Options for fees and levies Teachers are professionals and the fee is reasonable
Strongly believes in the proposition of a profession and that every member has obligations to support the education, access, registration, policing of the profession and to pay for that.	Finance Values proposition	Options for fees and levies Teachers are professionals and the fee is reasonable
Would like to see a timeline that is shared for the plan to consult.	Consultation approach	Timeline for consultation
The consultation needs to look different to the last one, that shows we have heard the feedback.	Consultation approach	Communication with the profession Lessons learnt from previous consultations
Don't draw out the consultation if there are no options to do anything other than increase the fee. It is a difficult subject and will create angst for teachers. Best to get on with it.	Consultation approach	Options for fees and levies Be transparent with what options there are
We need to sell the role of a profession; it is about being autonomous and self-determining and not told what to do.	Value proposition	Communication to the profession Autonomous / independent
Deal with the shortfall before adding any frills; keep to the basics of services.	Value proposition	Service levels
Understanding the differences (fees & levies) and knowing where the money goes, should be transparent. When more has to be paid, the less funding we have for partnership. The fees go up for students, which decreases the pathways for career change and other things. There is long term impact.	Finances	Options for fees and levies
It would be useful to see what the other professions do. We need to have a look at how it is subsidized.	Consultation approach	Benchmarking
Process around competency should be reviewed. The threshold that things go through to the Disciplinary Tribunal is too low and there should be some triage. Teachers will be disappointed or very angry if there were to have an increase of 120%, even after consultation.		

<p>If the Teaching Council is not meeting their budget then fees should be increased, and the Teaching Council must reduce their spending. Their members want to see both happen. The Teaching Council undertaking Unteach Racism and Tapasā are worthy things, but should that be funded by the Ministry of Education and/or the teachers?</p>	<p>Finances</p>	<p>Options for fees and levies Teaching Council purpose and functions</p>
<p>Is it legally possible for the registration to be paid fortnightly? Perhaps younger teachers could have a lower rate? As they are starting out and earn less.</p>	<p>Finances</p>	<p>Equity Options for fees and levies</p>
<p>Professional growth cycle, is it a core business for the Teaching Council, and where does it sit in relation to the Ministry of Education, who needs to be funding that?</p>	<p>Finances</p>	<p>Teaching Council purpose and functions Government funded versus profession funded</p>
<p>Complex problem to solve, especially for people entering the profession or people in ECE who earn considerably less, and teachers in relieving positions.</p>	<p>Finances</p>	<p>Equity Options for fees and levies</p>