

# Summary of feedback on proposed changes to Teaching Council of Aotearoa New Zealand fees

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11 May 2020

**TEACHING COUNCIL**

NEW ZEALAND | Matatū Aotearoa

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# From the Chief Executive

Dear teachers and professional leaders,

The government has provided nearly \$40 million in funding since 2016 to support the Teaching Council to deliver its statutory functions whilst it becomes independently financially sustainable. The last of that transition funding for the Council ends on 30 June 2020.

Our new governing body has spent considerable time since their appointment on 1 July 2019 considering how best to ensure the Council becomes independently financially sustainable from 1 July 2020.

In December 2019 they asked me on their behalf to undertake consultation with the teaching profession on proposed fees increases for registration / certification, and other fees.

The consultation process was undertaken between 28 January and 13 March 2020, and we appreciate that over 24,000 teachers took the opportunity to have their say.

This document outlines how the Teaching Council went about consulting with the teaching profession and summarises the feedback we received from the 24,331 responses to our online feedback survey, 33 written responses and 258 email responses.

Lesley Hoskin  
Chief Executive  
Teaching Council of Aotearoa New Zealand



## At a glance

1. An email was sent to **105,394 teachers and professional leaders** informing them of the fees proposals and how to make a submission
2. **103,774** or 98.5% of those **emails were successfully delivered**
3. **41,572** or 40% of recipients **opened the email**
4. In total the **email was opened 85,139** times, including 571 individuals who opened the email 11 or more times, and 12 individuals who opened the email 100 or more times
5. **10,758** or 10% of the **recipients clicked one or more links within the email** including:
  - i. 10,357 clicks on the [fees summary table](#)
  - ii. 5,457 clicks on the unique link to the online feedback survey
  - iii. 2,139 clicks on the additional information on the proposed [Professional Responsibility Levy](#)
  - iv. 904 clicks on the [full consultation document](#)
  - v. 91 clicks on the [te reo version](#) of the email
6. **19,876** or 82% **complete responses** and **4,455** or 18% **partial responses to the online feedback survey** were received during the consultation period<sup>1</sup> (n=24,331)
7. Responses to the online feedback survey were received from New Zealand (99%) and 45 other countries (1%)
8. Within New Zealand, responses to the online feedback survey were received from 300 discrete locations including Auckland (37%), Wellington (8%), Christchurch (12%), Hamilton (5%), Tauranga (4%), Dunedin (3%), Palmerston North (3%), New Plymouth (2%), and Nelson (1%)
9. **17,981** or 83% of all **respondents** to the online feedback survey **identified themselves as teachers**, while a further 2,726 or 13% **identified themselves as professional leaders** (n=21,732)
10. **9,176** or 39% of respondents to the online feedback survey identified themselves as working in the **secondary sector**, **7,982** or 34% identified themselves as working in the **primary sector**, and **3,676** or 16% identified themselves as working in the **Early Childhood sector** (n=23,645)
11. 33 written submissions were received during the consultation period<sup>1</sup>
12. 258 emails<sup>2</sup> to [feedback@teachingcouncil.nz](mailto:feedback@teachingcouncil.nz) were received during the consultation period<sup>1</sup>
13. One oral submission to the Board
14. 17 extensions were granted to submitters who requested additional time to make a response. All submissions received prior to 5pm on Friday 13 March were included in the analysis.
15. Key themes from the feedback were:
  - 13.1 The scale of increases proposed is unreasonable and unfair
  - 13.2 Implementation of any increase should be delayed as the notice period for teachers is too short
  - 13.3 Fee increases should be introduced more moderately over a longer period of time
  - 13.4 Disproportionate impact of increases on groups of lower paid teachers including beginning teachers, part-time/relief teachers, ECE teachers
  - 13.5 Lack of value from / cost of current Teaching Council services should be addressed before any increases are proposed
  - 13.6 Proposed increases likely to exacerbate the issues with recruiting and retaining sufficient quality teachers
  - 13.7 Practising certificate fees should be borne by employers or government, not teachers
  - 13.8 Conduct and competence processes and the Leadership Centre should be funded by government, not by teachers

<sup>1</sup> Includes the extension period for PPTA and members to 5pm Friday 13 March

<sup>2</sup> All feedback, regardless of how it was received has been included in the analysis



## Beginning teachers should pay a lower fee

- 11,712 or 60% of respondents to the online feedback survey **agreed** with the statement that “Teachers applying for Registration and their first three-year practising certificate should pay a lower fee” (n=19,589)
- 6,649 or 34% of respondents **disagreed** with the same statement, while 1,228 or 6% didn’t know / were unsure
- Respondents working in the tertiary sector were 23% more likely to **agree** with the statement while those working in the ECE sector were 11% more likely to **disagree** than the base sample.

## Overseas teachers should pay a higher fee

- 11,702 or 60% of respondents to the online feedback survey **agreed** with the statement that “Overseas teachers should pay a higher fee for Registration and their first Provisional Practising Certificate to reflect the additional costs involved in evaluating their applications” (n=19,587)
- 6,127 or 31% of respondents **disagreed** with the same statement, while 1,758 or 9% didn’t know / were unsure
- Respondents working in the ECE sector were 17% more likely to **agree** with the statement while respondents from the secondary sector were 19% more likely to **disagree** than the overall base sample.

## Provisionally certificate teachers should pay a higher fee to move to full certification

- 14,824 or 76% of respondents to the online feedback survey **disagreed** with the statement that “Provisionally certificated teachers or teachers certificated 'Subject to Confirmation' should pay a higher fee when applying for full certification to reflect the additional costs involved in evaluating those applications” (n=19,564)
- 3,292 or 17% of respondents **agreed** with the same statement, while 1,448 or 7% didn’t know / were unsure
- Respondents working in the tertiary sector were 17% less likely to **disagree** with the statement, while respondents from the ECE sector were 21% more likely to **agree** than the overall base sample.

## The Late Fee should increase

- 13,396 or 69% of respondents to the online feedback survey **disagreed** with the statement that “The Late Fee for a teacher to renew their practising certificate after the expiry date of their current certificate should increase from \$50.00 to \$100.00” (n=19,539)
- 5,047 or 26% of respondents to the online feedback survey **agreed** with the same statement, while 1,096 or 6% of respondents didn’t know / were unsure
- Respondents working in the ECE sector were 38% more likely to **agree** with the statement, while respondents from the secondary sector were 7% more likely to **disagree** than the overall base sample.

## Fees rebates should discontinue

- 9,634 or 50% of respondents to the online feedback survey **disagreed** with the statement that “Fee Rebates should discontinue for teachers who move from provisional certification to full certification” (n=19,365)



- 5,045 or 26% of respondents to the online feedback survey **agreed** with the same statement, while 4,686 or 24% of respondents didn't know / were unsure
- Respondents working in the ECE sector were 15% more likely to **agree** with the statement while those working in the secondary sector were 6% more **likely** to disagree than the overall base sample.

### Preference for the two fees options proposed

- 6,252 or 33% of respondents to the online feedback survey **agreed** with the statement that "I would prefer Option 1 - Beginning teachers and experienced teachers should pay the same amount" (n=19,003)
- 6,588 or 35% of respondents to the online feedback survey **agreed** with the statement that "I would prefer Option 2 - Beginning teachers should pay a lower amount to support their entry into the teaching profession" (n=19,003)
- 6,163 or 32% of respondents to the online feedback survey **agreed** with the statement that "I have no preference for either option" (n=19,003)
- Respondents working in the primary sector were 11% more likely to prefer option 1, while those working in the ECE sector were 35% more likely to prefer option 1 than the overall base sample
- Respondents working in the tertiary sector were 39% more likely to prefer option 2, while those working in Kura were 12% more likely to prefer option 2 than the overall base sample.



# Consultation process and approach

After carefully considering how to achieve financial sustainability, the Council decided to consult on a proposed fee increase from 1 July 2020. No final decision on an increase was made ahead of consulting those affected, and considering their views with an open mind, consistent with the Teaching Council's statutory obligations.

## Pre-consultation

The Teaching Council undertook a pre-consultation process on 16 December 2019 with a number of key stakeholder groups including education unions and peak bodies to seek feedback on the adequacy of:

- The consultation document, associated materials, and their content;
- The online feedback questionnaire; and
- The timing and duration of the period for teachers and other stakeholders to consider the proposals and respond.

The pre-consultation meeting held on 16 December 2019 with the following invitees<sup>3</sup>:

- **New Zealand Post Primary Teachers Association**
- **New Zealand Principals Federation**
- **Lorraine Kerr, New Zealand School Trustees Association<sup>4</sup>**
- **Secondary Principals Association of New Zealand**
- New Zealand Pasifika Principals Association
- Te Akatea NZ Maori Principals Association
- **Early Childhood Council**
- **Te Rito Maioha Early Childhood New Zealand**
- **New Zealand Kindergartens**
- **NZEI Te Riu Roa**
- **Montessori Aotearoa**

At the meeting the attendees were given a briefing on the background to the 2020 fees consultation process, along with a draft copy of the consultation document on an in-confidence basis, and details of the proposed timeline and process for consultation with the teaching profession, and invited to provide feedback on the adequacy of these aspects.

Subsequent to the meeting on 16 December 2019, an email was sent on 24 December by the Acting Deputy Chief Executive to all the invited attendees summarising the feedback received and inviting any further feedback by early January 2020.

The Teaching Council took the feedback received at the meeting into account in finalising the consultation document and the key communications used to inform teachers. No further feedback was received as a result of the email of 24 December 2019.

## Consultation with the teaching profession - overview

The consultation process commenced on Monday 27 January with an email sent to key stakeholders (including those invited to participate in the pre-consultation). The email contained an embargoed copy of the information to be sent to teachers on 28 January.

<sup>3</sup> Attendees indicated in bold

<sup>4</sup> Could not attend the meeting on 16 December but met separately with the Acting DCE and CFO on 18 December





Consultation with teachers commenced on 28 January with an email template that was sent to 105,394 teachers and professional leaders using the email addresses held by the Teaching Council for registration/certification.

The email was sent from 10am on Tuesday 28 January 2020, being the first working day after the Auckland Anniversary day holiday in the first official week of term 1 2020.

The email, which was sent via the Teaching Council's [mailchimp](#) account, was titled 'Have your say on proposed fees', and incorporated a Teaching Council developed template. Mailchimp was used to allow the inclusion of unique links to the online feedback survey and for its analytic tools which include the ability to track open and engagement rates.

The email template included information on the rationale for the proposed increase in fees, an outline of the proposed options for registered teachers renewing their practising certificates and for beginning teachers applying for registration and a provisional practising certificate, together with a request to provide feedback via the online feedback survey by 21 February 2020. The template provided links to:

- (a) [The online feedback survey](#);
- (b) [A detailed one-page summary of the proposed fees in full](#);
- (c) [The full consultation document](#);
- (d) [Further explanation on the proposed Professional Responsibility Levy](#).

A copy of the mail template can be found at [Appendix One](#).

At the same time that the email was sent to teachers, the Teaching Council website was updated to publish all the key information and documents in relation to fees consultation (<https://www.teachingcouncil.nz/content/fees-consultation>), and provided an 8-page FAQ document to answer some common questions around the fees proposals, and 4 short Q&A videos. During the period 28 January to 21 February 2020 the fees consultation page(s) on the Teaching Council website had 12,842-page views.

The Teaching Council 'Matatū' e-newsletter sent to subscribers on 18 February included extensive information on the fees consultation (including FAQ's, Q&A videos, media articles, key information on the proposals, and information on how to provide feedback before the 21 February deadline) and was viewed or opened by 31,417 people.

A reminder email was sent to those teachers and professional leaders who had not identifiably already completed the survey on Wednesday 19 February at 1:14pm.

Of the 105,394 emails sent to teachers and professional leaders, analytics show that 103,774 were successfully delivered and that the email was opened by 41,572 people. 97,141 teachers and professional leaders received the reminder email, and 41,744 opened it.

When the consultation period closed at 5pm on 21 February 2020, over 22,000 submissions had been received via the online feedback survey.

## Who was consulted

There was no restriction on who could submit as part of the Teaching Council's consultation. The Teaching Council has welcomed submissions from teachers, professional leaders, unions, peak bodies and other collective organisations involved in education, and other interested parties.

## Adequate time to respond

The consultation took place over 25 days from 10am on 28 January 2020 to 5pm on 21 February 2020. This period included either 17 or 18 working days, noting regional or national public holidays on 3 February (Nelson Anniversary day) and 6 February (Waitangi Day).





If submitters requested, they could be given an extension if the submitter provided the Teaching Council with an adequate reason for needing an extension. 17 such requests were received including the Post-Primary Teachers Association (PPTA) who applied for an extension in order to provide notice of and undertake paid union meetings with their members.

Where extensions were approved, the submitter was provided with a separate link to the online feedback survey that allowed additional submissions up to 5pm on Friday 13 March.

NZEI also requested the opportunity to provide an oral submission to the Council, as this was provided at the regular meeting of the governing body on 27 February 2020.

Whether or not submitters requested an extension beyond the 21 February, in the interests of natural justice, all submissions received by 5pm Friday 13 March have been taken into account.

Approximately 10,000 submissions were received via the online feedback survey in the first 24 hours of the consultation period, equivalent to the total number of submissions received in the entire 2017 consultation process.

## Notification of consultation

As outlined in the overview section, the teaching profession was alerted to the consultation in the following ways:

- (a) Direct email to 105,394 registered / certificated teachers;
- (b) Consultation information published on the Teaching Council website;
- (c) Further notification of the consultation was sent via the Teaching Council's Matatu e-newsletter sent on 18 February;
- (d) A reminder email sent to all those original 105,394 teachers that had not identifiably already completed the online feedback survey

There was also significant media and social media coverage about the proposed fees increases including [radio](#), [TV](#), and [newspaper](#).

## Information provided

As outlined in the overview section, the following information was provided to the teaching profession to inform them of the consultation around proposed fees increases from 1 July 2020:

- (a) [Email template](#) with a concise summary of the proposed fees increases, rationale, timeframe and ways to provide feedback;
- (b) [Consultation document](#) (26 pages) with detailed information on the background and rationale for proposed increases, together with detailed financial analysis (including revenue and expenditure), details of all the proposed fees, and ways to provide feedback / submissions.
- (c) [One-page summary](#) of the proposed fees in full;
- (d) Further [explanation](#) on the proposed Professional Responsibility Levy;
- (e) Website page(s) on [www.teachingcouncil.nz](http://www.teachingcouncil.nz) containing all of the key communications, documents, a six page [Frequently Asked Questions](#) document, how to provide feedback, and a set of four question and answer videos;
- (f) All of the key written communications were available in English and Te Reo.



## Method of submission

Submitters were given a number of options on how to submit feedback on the proposals:

- (a) Via a unique link to the online feedback survey contained in the direct email;
- (b) Via a generic link to the online feedback survey contained in the consultation document and on the Teaching Council website;
- (c) By email to [feedback@teachingcouncil.nz](mailto:feedback@teachingcouncil.nz)
- (d) On the submission template included in the consultation document
- (e) Via an oral submission if requested.

The submission template and the online feedback survey asked the same questions. The submission template is attached as [Appendix Two](#).

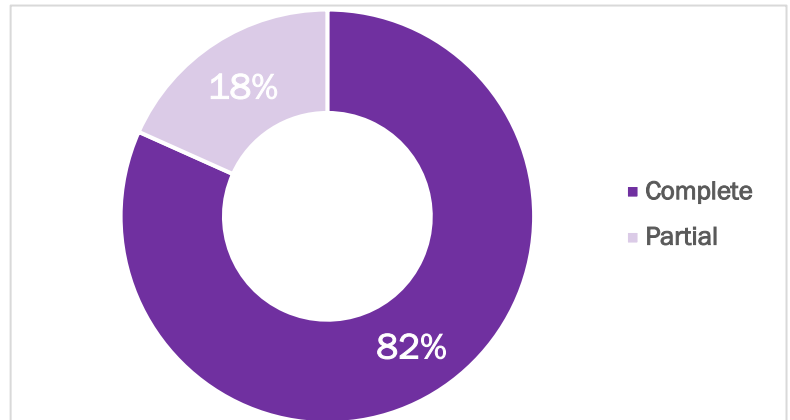


# Detailed analysis of feedback

## Survey results - quantitative

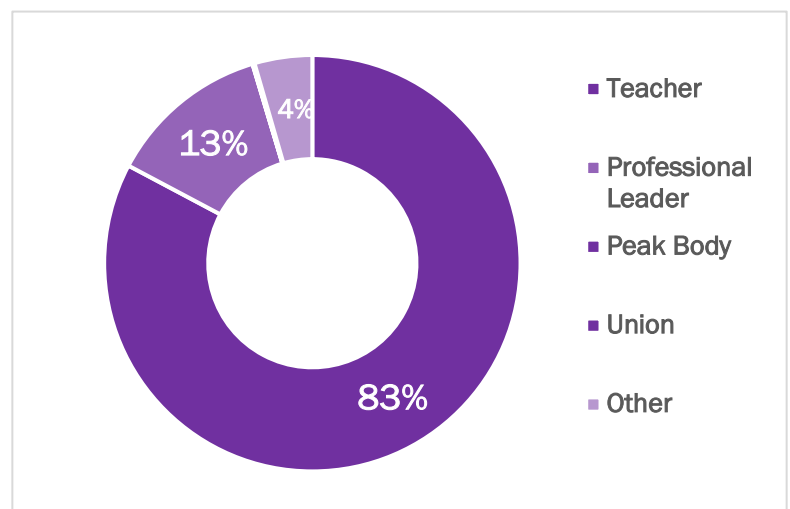
### Response statistics

	Count	Percent
Complete	19,876	82%
Partial	4,455	18%
<b>Totals</b>	<b>24,331</b>	<b>100%</b>



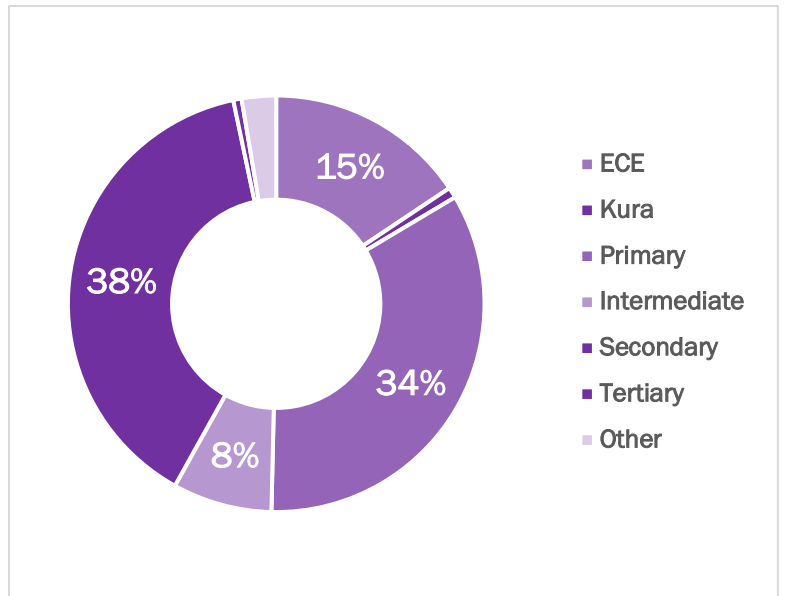
### Which of the options below best describes your role?

Value	Percent	Count
Teacher	83%	17,981
Professional Leader	13%	2,726
Peak Body	0%	6
Union	0%	33
Other	5%	986
<b>Totals</b>	<b>100%</b>	<b>21,732</b>



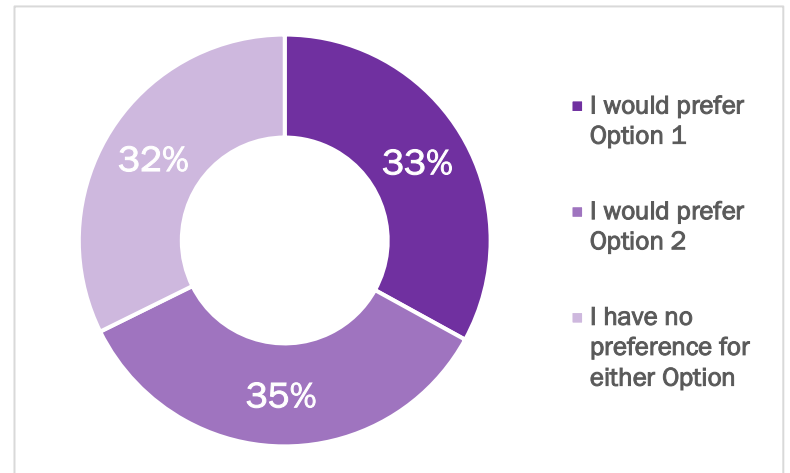
*Which part of the education sector do you work in?*

Value	Percent	Count
ECE	16%	3,676
Kura	1%	195
Primary	34%	7,982
Intermediate	8%	1,826
Secondary	39%	9,176
Tertiary	1%	152
Other	3%	638
<b>Totals</b>	<b>100%</b>	<b>23,645</b>

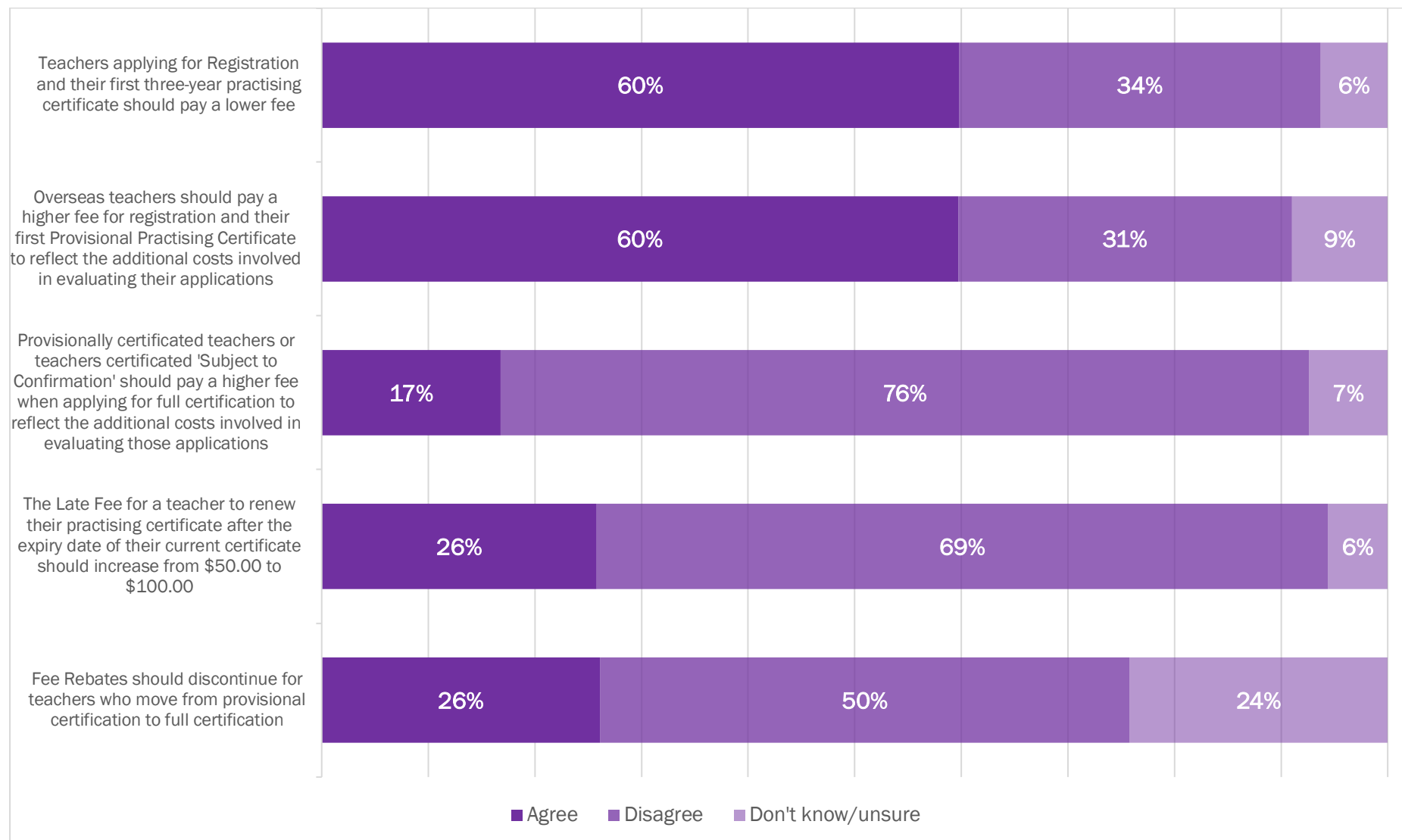


*Please indicate your preference for the two options proposed:*

Value	Percent	Count
I would prefer Option 1	33%	6,252
I would prefer Option 2	35%	6,588
I have no preference for either Option	32%	6,163
<b>Totals</b>	<b>100%</b>	<b>19,003</b>



*Please indicate whether you agree or disagree with the following proposals*



## Methodology – analysis of qualitative feedback

The thematic analysis of the written submissions was undertaken by specialist research company PublicVoice. The foundation for the thematic analysis used by PublicVoice is the methodology developed by Braun and Clarke, 2006<sup>5</sup>.

Written submissions were received via the online feedback survey or sent directly to The Teaching Council. All written submission data was imported into MAXQDA<sup>6</sup>, a specialised qualitative data analysis program where responses were coded and categorised into themes/sub-themes. Four research analysts worked on the data set using both deductive and inductive analysis techniques.

### **Deductive analysis**

The code framework from the Teaching Council fee's consultation undertaken in 2017<sup>7</sup> formed the basis of the deductive analytical approach to the written submissions.

#### **Analysis of survey submissions**

Approximately 20% of coded segments for submissions received via the online survey were created using the MAXQDA functions 'keyword-in-context' or 'lexical search'. Keywords and word combinations were identified and then queried using the appropriate MAXQDA functions. The results of the queries were then reviewed by the research analyst and when appropriate coded to the corresponding theme/sub-theme.

The remaining 80% of codes for survey submissions were created using the MAXQDA 'analyse survey data' function. The 'analyse survey data' function requires the analyst to review each survey response and assign the response to the relevant theme/sub-theme(s).

#### **Email/letter submissions**

All written submissions received, regardless of method of transmission, were reviewed by a research analyst and coded to the corresponding themes. This was completed by using the standard MAXQDA coding process<sup>8</sup>.

### **Inductive analysis**

The inductive analysis process identified, and prioritised emerging submission themes not covered by the deductive analysis process. The creation of these additional themes was discussed with all research analysts working on the project. A deliberation process was conducted and then approval sought by the project manager before any new themes were created. Any new codes that were developed during the analysis process were retrospectively applied to the whole data set.

### **Quality assurance**

To ensure the quality of coding a quality assurance process was established. This involved having a research analyst review a selection of codes for accuracy or any other potential issues. If any issues were identified these were then rectified and any other similar issues were explored and if necessary, resolved.

### **Reporting**

Tables illustrating the frequency of codes associated with each theme have been included to demonstrate the significance of each theme. It is important to note that in some cases an email/letter submission may be coded more than once with the same code as the coded element might have been mentioned multiple times in a single submission.

<sup>5</sup> Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

<sup>6</sup> <https://www.publicvoice.co.nz/maxqda/>

<sup>7</sup> <https://teachingcouncil.nz/content/proposed-changes-teachers-fees>

<sup>8</sup> <https://www.maxqda.com/help-mx20/05-coding/how-to-code>



## Survey results - qualitative

### Main Themes

Main Theme	Frequency
Fee Amount	12,997
Teaching Council Services	5,683
Unaffordability	4,128
Deterrent to teaching	3,001
Others should pay	2,773
Consultation issues	2,629
Profession	2,396
Impact on teaching	2,233
Comparison with other professions	857
Inequities	693
Not democratic	618
Duplication of services	426
Payment methods	333
Payment period	322
Other	374

### Sub-theme: Fee Amount

Fee Amount	Frequency
Unacceptable scale of increase, too expensive	6,068
Opposed to fee increase	2,660
Emotive negative response to increase/consultation	1,899
Current fees too high	550
Opposed to paying any fees	410
Gradual increments acceptable	334
Fee should be proportionate to pay	288
Fees should be the same amount across all types	170
Smaller fee increase acceptable	152
Inflation adjusted increase only	113
Link increase to teacher salary increase	93
Experienced teachers should have lower fees	82
Increased fees unjustified as Teaching Council services not worth it	65
Other positive feedback increased fees	50
Opposed to late fees	37
Support late fees	14
Increased fees for increased Teaching Council services are justified	9
Increased fees for increased efficiency are justified	2
Increased fees unjustified as Teaching Council services are inefficient	1

“The price increase is ridiculous. You are effectively asking us to DOUBLE what we pay. That is completely unfair and will cripple many of us financially” - **Teacher**





### Sub-theme: Teaching Council Services

Teaching Council Services	Frequency
Teaching Council services not worth it	1,927
Cost cutting measures needed. Improve efficiency	843
Pay increase lost to fee increase	683
Some current functions not needed	525
Teaching Council is working for its own interests, not teachers	410
Perceived inefficiencies	360
Good teachers shouldn't pay for bad teachers' discipline/ competency	232
Teaching Council is revenue gathering	199
Teaching Council salaries too high	147
Teaching Council should stay within existing funding	131
Too much paperwork	115
Remove/disband Teaching Council	109
For our fees, more professional development is required for LAT	2

"In an industry where we spend our own money due to lack of funding, I think the Council needs to look at cutting costs with salaries, number of staff and other measures before asking teachers to pay more" – **Professional Leader**

### Sub-theme: Unaffordability

Unaffordability	Frequency
All teachers	1,062
Part-time and relievers	886
Families	746
ECE teachers	450
New teachers	413
Auckland	176
Employers ECE	141
New teachers/ student loans	92
Overseas teachers	73
People on leave/ maternity	38
Returning teachers	25
LAT	13
Employers private schools, independent, NGOs	7
Rural	6

"To expect struggling teachers, especially in Early Childhood who haven't had a decent pay increase in a very long time, to be able to afford this is disgusting" - **Teacher**



### Sub-theme: Deterrent to teaching

Deterrent to teaching	Frequency
Deterrent to teaching - all teachers	2,024
Deterrent to teaching - new teachers	443
Deterrent to teaching - ECE	124
Deterrent to teaching - relief teachers	123
Deterrent to teaching - overseas teachers	73
Deterrent to teaching - part time	71
Deterrent to teaching - returning teachers	70
Deterrent to teaching - retaining teachers	51
Deterrent to registration	15
Deterrent to teaching - LAT teachers	5
Deterrent to teaching - Auckland	1
Deterrent to certification	1

“As a beginning teacher and recent graduate, the proposed fee increases would come as a shock and deterrent, especially after a year without income. We are in need of teachers in Aotearoa, don't make it financially untenable to become or continue to be a teacher!” - **Teacher**

### Sub-theme: Others should pay

Others should pay	Frequency
Others should pay - government	2,105
Others should pay - employers	290
User pays for professional learning development	138
Only schools or teachers involved in disciplinary/competency processes should pay	
Professional Responsibility Levy	91
Should not pay - for registration	74
Others should pay - unions	33
Other funding not specified	23
Collective agreements	8
Others should pay - fundraisers, grants	7
Should not pay - for certification	4

“The Council must return to the Government and seek renewed funding, or request that the employer pay the teacher registration costs, as they do in other industries such as the Social Workers” - **Union**



### Sub-theme: Consultation issues

Consultation issues	Frequency
Limited options/responses	1,493
Timing suspect or inadequate	610
Teaching Council has predetermined its decision	259
Not enough information	215
Issues accessing survey	36
Extension Request	
Too much information	1

“There has been little or no information given to registered teachers prior to this survey with a very short turn around for submissions. It would be more appropriate to develop discussions about costs of Teacher Registration over a 6 month period as well as further monitoring of ongoing costs rather than doubling the cost suddenly” - **Teacher**

### Sub-theme: Profession

Profession	Frequency
Dissatisfaction - ECE Salary by comparison	819
Dissatisfaction - Salary	750
Dissatisfaction - Workload and stress	350
Dissatisfaction - ECE underfunding	143
Dissatisfaction - Teachers pay for student resources	137
Dissatisfaction - Status	93
Dissatisfaction - Salary compared with overseas teachers'	53
Dissatisfaction - Education underfunding	48
Satisfaction - Privilege to teach	3

### Sub-theme: Impact on teaching

Impact on teaching	Frequency
Shortage will result - all teachers	1,627
Shortage will result - ECE teachers	284
Shortage will result - relief and part time teachers	257
Negative impact on teaching	56
Private institutions who pay their teachers fees will have less resources	4
Shortage will result - rural	2
Shortage will result - LATs	1
Shortage will result - Auckland	1
Deterrent to getting further qualifications	1

“ECE is already a sector where staff are underpaid and under appreciated. Many people cannot afford \$500 and this price will deter them from becoming registered or continuing their registration. The sector is already under staffed and this will make it worse” - **Teacher**



### Sub-theme: Comparison with other professions

Comparison with other professions	Frequency
Comparison with other professions - other employers pay fees	259
Comparison with other professions - other profession pay less fees	188
Comparison with other professions - earn less	160
Comparison with other professions - others do not need to renew regularly	84
Comparison with other professions - can't pass on costs to clients	67
Comparison with other professions - fees not tax deductible	50
Comparison with other professions - teaching is public good	49

"We should not be paying any fees for registration. It is my understanding that employees like nurses and so on who are effectively employed by the government through health boards get their registration paid for. Why should it be different for Teachers?" - **Teacher**

### Sub-theme: Inequities

Inequities	Frequency
Salary not increased for cost of living increases	288
Salary not increased for fee increase	234
Only some teachers get their fees paid	87
Of scarcer Teaching Council services for ECE	35
Women affected disproportionately	26
ECE teachers less likely to get fees paid	15
Māori Inequities	8

### Sub-theme: Not democratic

Not democratic	Frequency
Transparency needed	479
Democratic representation needed	139

### Sub-theme: Duplication of services

Duplication of services	Frequency
Teaching Council and education institution	188
Teaching Council and other government	132
Teaching Council and unions	106

### Sub-theme: Payment methods

Payment methods	Frequency
Other payment methods	239
Payment methods - via payroll deduction	94

### Sub-theme: Payment period

Payment period	Frequency
Payment period should be longer than 3 years	274
Payment period should be shorter than 1 year	40
Other negative feedback three yearly payment	8



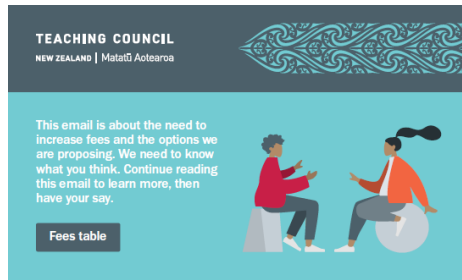
## Summary of key themes

A meta-analysis of the free text feedback from the online feedback survey and the written submissions was undertaken and is summarised below:

Key themes from online feedback survey free-text comments	Key themes from written submissions
<ul style="list-style-type: none"> <li>• Unacceptable scale of the increases proposed / too expensive</li> <li>• Opposition to any increase</li> <li>• Affordability for teachers and particularly the impact on teachers on lower salaries including part-time/relief teachers and ECE teachers</li> <li>• Lack of value from / cost of current Teaching Council services</li> <li>• Deterrent effect on entering or remaining in the teaching profession</li> <li>• Likelihood of exacerbating the shortage of teachers</li> <li>• Government, not teachers should pay registration/certification fees</li> </ul>	<ul style="list-style-type: none"> <li>• The scale of increases proposed is unreasonable and unfair</li> <li>• Implementation of any increase should be delayed as the notice period for teachers is too short</li> <li>• Fee increases should be introduced more moderately over a longer period of time</li> <li>• Disproportionate impact of increases on beginning teachers, part-time/relief teachers, ECE teachers</li> <li>• Proposed increases likely to exacerbate the issues with recruiting and retaining quality teachers</li> <li>• Practising Certificate fees should be borne by employers or government, not teachers</li> <li>• Conduct and competence processes and the Leadership Centre should be funded by government, not by teachers</li> </ul>
<b>Combined Themes</b> <ul style="list-style-type: none"> <li>• The scale of increases proposed is unreasonable and unfair</li> <li>• Implementation of any increase should be delayed as the notice period for teachers is too short</li> <li>• Fee increases should be introduced more moderately over a longer period of time</li> <li>• Disproportionate impact of increases on groups of lower paid teachers including beginning teachers, part-time/relief teachers, ECE teachers</li> <li>• Lack of value from / cost of current Teaching Council services should be addressed before any increases are proposed</li> <li>• Proposed increases likely to exacerbate the issues with recruiting and retaining sufficient quality teachers</li> <li>• Practising certificate fees should be borne by employers or government, not teachers</li> <li>• Conduct and competence processes and the Leadership Centre should be funded by government, not by teachers</li> </ul>	



# Appendix One: email template for teachers



The Teaching Council of Aotearoa New Zealand | Matatū Aotearoa is the professional body representing the teaching profession. Our strength is that we are totally independent and governed by teachers and experts.

So that we can speak up on the issues that most affect the teaching profession, we need to be strong and financially independent to work in the best interests of children, young people, families/whānau, and teachers.

## We provide a range of important benefits to teachers

The Teaching Council provides a range of benefits and resources for teachers and professional leaders to collectively impact and shape the future of learning and teaching. By providing high standards for ethical behaviour and effective teaching practice, the Council enhances the status of the profession and increases public trust and confidence in teachers.

Other benefits we provide include:

- Code of Professional Responsibility and Standards for the teaching profession
- New Initial Teacher Education programme design
- Hapori Matatū | Online communities (general availability coming soon)
- Induction and mentoring programmes
- Tapasā cultural competency workshops and PLD for teachers of Pacific learners
- Unteach racism in education campaign (also coming soon)
- Advocacy & research on key issues affecting education and teachers like legislative changes to physical restraint that work for teachers on an everyday basis
- Appraisal redesign, and many others

## And we're looking forward to establishing the Leadership Centre for the teaching profession

The mandate given to us through the Tomorrow's Schools reforms to establish the Leadership Centre, which we campaigned for on your behalf, is a fantastic development for the profession and we look forward to working with you in this space.

## But current fees only cover around 40% of our costs

As your professional body, we've kept fees unchanged for the last 10 years. But with the end of our government funding on 30 June 2020, the current level of three-yearly fees will only cover 40% of teacher benefits.

## So we're now consulting on an increase in fees

After carefully considering how to achieve financial sustainability, the Council has taken the position that a fee increase is needed from **01 July 2020**. No final decision on an increase will be made until teachers have been consulted and their views considered, consistent with our statutory obligations.

The table below sets out two key elements of the proposed fee increases, but there are other changes as well, for overseas teachers and provisionally certificated teachers. Click [here](#) for full details of proposed fees under each option or [here](#) for the full consultation document.

## We want your feedback

We know you want the Council to do more to provide the profession with support, benefits, and advocacy. Your feedback is critical and we look forward to hearing your thoughts via our online feedback survey by 21 February.

I am...	What you currently pay	What's proposed you would pay under Option 1	What's proposed you would pay under Option 2
A Registered teacher renewing my current practising certificate:	\$220.80 for 3 years	\$470 for 3 years which includes a Professional Responsibility Levy of \$135	\$500 for 3 years which includes a Professional Responsibility Levy of \$135
A graduate from an approved New Zealand Initial Teacher Education (ITE) programme applying for Registration and a Provisional Practising Certificate:	\$220.80 for 3 years	\$470 for 3 years which includes a Professional Responsibility Levy of \$135	\$300 for 3 years which includes a Professional Responsibility Levy of \$135
		Beginning teachers and experienced teachers should pay the same amount	Beginning teachers should pay a lower amount to support their entry into the teaching profession

There are other proposed changes to current Teaching Council fees including for overseas teachers and provisionally certificated teachers. Click [here](#) for full details.

[Fees table](#)

[Have your say](#)



# Appendix Two: 2020 Consultation feedback template for written feedback

## Contact information

<b>Name*</b>			
<b>Sector*</b>	ECE <input type="checkbox"/>	Primary <input type="checkbox"/>	
	Intermediate <input type="checkbox"/>	Secondary <input type="checkbox"/>	
	Tertiary <input type="checkbox"/>	Other <input type="checkbox"/>	
	Kura <input type="checkbox"/>	(Please Specify): _____	
<b>Email*</b>			
<b>Role*</b>	Teacher <input type="checkbox"/>	Professional Leader <input type="checkbox"/>	
	Peak Body <input type="checkbox"/>	Union <input type="checkbox"/>	
		Other <input type="checkbox"/>	
	(Please Specify): _____		

\* Mandatory fields for written submissions only

## Privacy & Consent

Written feedback, including your name and your submission in full may be published on the Teaching Council's website if you provide consent as indicated below.

**Please check the box** if you consent to publication of your written submission. ☐

## Feedback on Teaching Council fee proposals

1) Please indicate whether you agree or disagree with the following proposals:

	Agree	Disagree	Don't Know / Unsure
Teachers applying for Registration and their first three-year practising certificate should pay a lower fee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overseas teachers should pay a higher fee for registration and their first Provisional Practising Certificate to reflect the additional costs involved in evaluating their applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provisionally certificated teachers or teachers certificated 'Subject to Confirmation' should pay a higher fee when applying for full certification to reflect the additional costs involved in evaluating those applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





The Late Fee for a teacher to renew their practising certificate after the expiry date of their current certificate should increase from \$50.00 to \$100.00	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">Fee Rebates</a> should discontinue for teachers who move from provisional certification to full certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) Please indicate your preference for the two options proposed:

<input type="radio"/>	I would prefer Option 1	Beginning teachers and experienced teachers should pay the same amount
<input type="radio"/>	I would prefer Option 2	Beginning teachers should pay a lower amount to support their entry into the teaching profession
<input type="radio"/>	I have no preference for either option	

3) Please provide any other feedback or comments you may wish to make with regard to the consultation proposals:

**Comments:**



## Appendix Three: proposed options for fee changes being consulted for implementation from 1 July 2020

I am...	What you currently pay	What's proposed you would pay under Option 1	What's proposed you would pay under Option 2
A Registered teacher renewing my current practising certificate <sup>1</sup> :	\$220.80 for 3 years	\$470 <sup>a</sup> for 3 years	\$500 <sup>a</sup> for 3 years
A graduate from an approved New Zealand Initial Teacher Education (ITE) programme applying for Kaiako Whai Rēhitanga   Teacher Registration and a Tiwhikete Whakaakoranga Tōmua   Provisional Practising Certificate:	\$220.80 for 3 years	\$470 <sup>a</sup> for 3 years	\$300 <sup>a</sup> for 3 years
An overseas trained teacher <sup>2</sup> applying for Kaiako Whai Rēhitanga   Teacher Registration and a Tiwhikete Whakaakoranga Tōmua   Provisional Practising Certificate:	\$302.57 for 3 years	\$570 <sup>a,b</sup> for 3 years	\$400 <sup>a,b</sup> for 3 years
A provisionally certificated or certificated 'Subject to Confirmation' / Tiwhikete Whakaakoranga Pūmau   Full Practising Certificate (Category Two) teacher now applying for Tiwhikete Whakaakoranga Tūturu   Full Practising Certificate (Category One):	\$302.57 for 3 years	\$570 <sup>a,c</sup> for 3 years	\$600 <sup>a,c</sup> for 3 years
Lodging my renewal application <u>after the expiry date</u> of my current practising certificate <sup>3</sup> :	\$270.80 <sup>f</sup> for 3 years	\$570 <sup>a,d</sup> for 3 years	\$600 <sup>a,d</sup> for 3 years
Applying for a Tūranga Whakaako Whaiherenga   Limited Authority to Teach (LAT):	\$168.66 for 3 years \$112.44 for 2 years \$56.22 for 1 year	\$470 <sup>a</sup> for 3 years \$313 <sup>a</sup> for 2 years \$157 <sup>a</sup> for 1 year	\$500 <sup>a</sup> for 3 years \$333 <sup>a</sup> for 2 years \$167 <sup>a</sup> for 1 year
A Registered teacher who hasn't completed any teaching in New Zealand in the last 5 years applying for a Returning to Teaching in Aotearoa New Zealand Practising Certificate <sup>4</sup> :	N/A	\$470 <sup>a</sup> for 3 years	\$500 <sup>a</sup> for 3 years
A graduate from an approved New Zealand ITE programme applying for Kaiako Whai Rēhitanga   Teacher Registration only:	N/A	\$470 for 3 years	\$300 for 3 years

<sup>1</sup> Under the new 'Policy for Teacher Registration, Practising Certificates and Limited Authority to Teach' which will come into effect on or before 1 July 2020 this will apply to any teacher renewing a current Practising Certificate including Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One) and Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two) and Tiwhikete Whakaakoranga Tōmua | Provisional Practising Certificate

<sup>a</sup> Includes the proposed Professional Responsibility Levy of \$135

<sup>2</sup> Includes applications made under the Trans-Tasman Mutual Recognition Agreement (TTMRA)

<sup>b</sup> Includes an additional fee of \$100 in consideration of the additional costs incurred in evaluating overseas applications

<sup>c</sup> Includes an additional fee of \$100 in consideration of the additional costs incurred in evaluating these applications

<sup>3</sup> The Late Fee applies where a teacher is currently employed in a teaching position where they do not hold a current certificate of the kind required to legally undertake that role and applies for registration or certification.

<sup>f</sup> Includes the existing Late Fee of \$50

<sup>d</sup> Includes the proposed Late Fee of \$100

<sup>e</sup> Includes the proposed Professional Responsibility Levy of \$135 per 3 years on a pro-rata basis

<sup>4</sup> Comes into effect under the 'Policy for Teacher Registration, Practising Certificates and Limited Authority to Teach' or before 1 July 2020



# Appendix Four: list of written submissions from peak bodies / unions

Auckland Secondary Schools Principals Association (ASSPA)

PPTA - Hutt International Boys School

New Zealand Educational Institute (NZEI)

New Zealand Educational Institute (NZEI) – Member Survey Results

Secondary Principals' Association of New Zealand (SPANZ)

Te Huarahi Māori Motuhake - PPTA

PPTA - Mount Hutt College

Advocates for Early Childhood Excellence

PPTA - Taieri College

New Zealand Post Primary Teachers Association (PPTA)

PPTA - Solway College

Beststart Napier

New Zealand Principles' Federation (NZPF)

PPTA - Mcauley High School

PPTA - Piopio College

PPTA - Liston College

PPTA - Morrinsville College

Montessori NZ

PPTA - Manawatū College

PPTA - Waitaki Girls High School

PPTA – Logan Park High School

