

# TEACHING COUNCIL

NEW ZEALAND | Matatū Aotearoa

18 June 2020

Tēnā koe

Thank you for your email of 15 May, received by us on 19 May 2020, requesting information under the Official Information Act. I can advise as follows.

1. *How much of the Teaching Council's annual budget (in either gross expenditure or as a percentage of annual budget) is calculated or assumed to be spent on each of those individual nine key functions [listed below]?*

- *Providing leadership to teachers and setting the direction for the education profession*
- *Enhancing the status of teachers and education leaders*
- *Setting expectations of teacher practice and behaviour (Code and Standards)*
- *Setting requirements for, approving and monitoring Initial Teacher Education (ITE) programmes*
- *Ongoing professional development for teachers*
- *Sharing best practice*
- *Promoting and assuring appraisal for both accountability and development*
- *Processing teacher registration and certification applications, and*
- *Managing complaints related to conduct and competence."*

We do not record or categorise expenditure by the nine individual key functions referred to.

In its annual reporting of expenditure and other financial performance information, the Teaching Council complies with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime, and section 19A of the Public Finance Act 1989. This information can be found in our latest published [Annual Report](#).

Additionally, we provided a breakdown of forecast operating costs by major grouping of statutory function on page 24 of the [Fees Consultation document](#) that was the basis of consultation with the teaching profession.

2. *Wherein it is not possible to accurately separate expenditure on each of the nine key functions as separate and discrete from one another, how much of the Council's annual budget (either in gross expenditure or as a percentage of annual budget) is calculated or assumed to be spent cumulatively on the following interconnected functions:*

- "Providing leadership to teachers and setting the direction for the education profession";*
- "Ongoing professional development for teachers";*
- "Sharing best practice"; and*
- "Enhancing the status of teachers and education leaders"?*

*For the purposes of this specific question (question 2), please, if possible, do not include expenditure relating to the following functions:*

- "Setting requirements for, approving and monitoring Initial Teacher Education (ITE) programmes";*

TEACHING COUNCIL OF AOTEAROA NEW ZEALAND

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- b) "Setting expectations of teacher practice and behaviour (Code and Standards)";
- c) "Promoting and assuring appraisal for both accountability and development";
- d) "Processing teaching registration and certification applications"; and
- e) "Managing complaints related to conduct and competence".

As noted in our response to question 1, the Teaching Council does not capture expenditure by the 9 functions specified. We estimate the Teaching Council spends approximately 20% of its annual budget on the interconnected functions listed in question 2. This includes an apportionment of Council support services such as HR, finance, admin, IT systems, data, and security, which if excluded would reduce the percentage to 15%.

3. Wherein it is not possible to accurately separate expenditure on each of the nine key functions as separate and discrete from one another, how much of the Council's annual budget (either in gross expenditure or as a percentage of annual budget) is calculated or assumed to be spent cumulatively on the following functions:

- a) "Setting requirements for, approving and monitoring Initial Teacher Education (ITE) programmes";
- b) "Setting expectations of teacher practice and behaviour (Code and Standards)";
- c) "Promoting and assuring appraisal for both accountability and development";
- d) "Processing teaching registration and certification applications"; and
- e) "Managing complaints related to conduct and competence"?

For the purposes of this specific question (question 3), please, if possible, do not include expenditure relating to the following functions:

- a) "Providing leadership to teachers and setting the direction for the education profession";
- b) "Ongoing professional development for teachers";
- c) "Sharing best practice"; and
- d) "Enhancing the status of teachers and education leaders".

As noted in our response to question 1, the Teaching Council does not capture expenditure by the 9 functions specified. We estimate the Teaching Council spends approximately 80% of its annual budget on the interconnected functions listed in this question. This includes an apportionment of Council support services such as HR, finance, admin, IT systems, data, and security, which if excluded would reduce the percentage to 60%.

In order to provide context for the answers to the next questions, please note that the Teaching Council's regulatory and strategic landscape is defined by:

#### **Legislation**

Under section 377 of the Education Act 1989 (the Act) the purpose of the Teaching Council is to "ensure safe and high quality leadership, teaching, and learning for children and young people in early childhood, primary, secondary, and senior secondary schooling in English medium and Māori medium settings through raising the status of the profession."

Under section 382 (1) (a) of the Act the Council's functions include identifying and disseminating "best practice in teaching and leadership and foster the education profession's continued development in light of research, and evidence of changes in society and technology".

Under section 382 (1) (b) of the Act the Council's functions include enhancing the status of teachers and education leaders.

#### **Strategic Plan and goals**

The Council's ["Our Path to the Future - Strategic Plan 2019-2024 Refresh"](#) sets out our vision – "the Teaching Council will enable and support leadership by the profession to maximise the success of every



learner in Aotearoa through highly effective leadership and teaching”. This vision is supported by five actions:

- strengthen a self-managing profession
- build professional capability
- enable leadership of a coherent, high-performing education system
- speak out and speak up for the profession
- enhance our organisation’s effectiveness.

There are four goals:

- collective responsibility for the learner journey and equitable outcomes for every learner
- consistent high-quality teaching and leadership within and across learning environments
- every teacher and leader embraces improvement, innovation and change
- champion the profession.

These goals and actions have been chosen to build and sustain teachers and leaders as change agents in our education system.

Please note the new Teaching Council Governing Council, appointed in June 2019, is currently reviewing the strategic plan.

*4. What specific policies, procedures, practices, and/or organisational goals does the Council have to "shar[e] best practice" with teachers? If no such specific policies, procedures, practices, and/or goals exist, please state as much.*

On 13 May 2020 the Council launched [Hapori Matatū](#), an online platform that allows the profession to access an online community, where they can register and get certificated, renew certification, and professional leaders can endorse certificates.

Hapori Matatū also offers opportunities for enhancing the professional development of teachers through tools such as:

- joining online discussions with other teachers and professional leaders
- finding out about and booking upcoming workshops and professional learning opportunities
- sharing information, creating and joining discussion groups and connecting with peers across the country
- sharing resources, literature and research to support professional learning and development (through conversation and chat groups)
- developing channels to drive discussions within the profession on what is important to teachers
- identifying topical issues and facilitating targeted conversations, involving teachers as knowledge leaders.

The Teaching Council’s Teacher Capability and Collaboration team lead the organisation’s work to share best practice with teachers. A Prioritisation Framework was established and is utilised to identify areas of best practice to share with the profession. This is underpinned by various criteria and themes including teacher voice, relevance to *Our Code Our Standards Ngā Tikanga Matatika, Ngā Paerewa* and innovation.

The outcome for this workstream is for teachers to be up to date with the latest thinking in teaching best practice. It is also underpinned by our objective to develop and maintain our awareness of challenges that teachers are facing so that we are responding to their needs and best practice resources are targeted to that need.

For example, in 2018 specifically, teacher wellbeing was identified as a topical and important issue for the profession. The Council worked in collaboration with teachers and leaders from Te Kura Kaupapa



Māori of te Whānau Tahī and Sancta Maria College to capture and then disseminate their school and kura philosophies around wellbeing.

All work to share best practice is informed by a business plan which aligns to the Council's strategic goals and Governing Council's strategic direction. The actions and goals inform the policies, procedures and practices that we articulate in the following paragraphs, along with the research and consultation that informed them:

- Leadership Strategy and Leadership Capability Framework
- Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa
- ITE Programme Approval, Monitoring and Review Requirements
- Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach
- Induction and mentoring guidelines

These policies and practices have been designed with a future focus and to foster the continuing development of the profession. They are based on research, and evidence of changes in society and technology, including:

- review of overseas research and best practice
- involvement of academics – for example academic forum held for the development of the leadership strategy
- commissioning partners to undertake research – for example NZCER (New Zealand Council of Educational Research) was commissioned to develop the *Educational Leadership Capability Framework*
- consulting with the profession – for example focus groups and online surveys used for the development of *Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa*.

We share best practice through the findings and implementation of research and through our consultation processes. For more details about the depth and breadth of research and consultation undertaken for the development of policies and practices, please see the following examples:

- [development of the Leadership Strategy and Leadership Capability Framework](#)
- [consultation summary](#) on *Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa*
- [pilots](#) of induction and mentoring programmes.

#### *Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa*

The Code and Standards were informed by New Zealand and International research on best practices for the ethical behaviour of teachers and the expectations of practice reflecting holistic, dynamic, complex nature of teaching.

In 2017 the Council introduced [Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa – Code of Professional Responsibility and Standards for the Teaching Profession](#) (Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa) that apply to every registered teacher.

*Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa* and their uara | values are the backbone of the system put in place to build coherence and promote notions of building partnerships and strengthening the teaching profession. It is a set of aspirations for professional behaviour reflecting the expectations society puts on our profession. They are an essential component of assessing a teacher's eligibility for a practising certificate.

The *Standards | Ngā Paerewa* apply to every teacher who holds a Practising Certificate, regardless of role or teaching context. There are six standards providing holistic descriptions of what high-quality teaching practice looks like, and what it means to be a teacher in Aotearoa New Zealand. The additional detail contained in [The Code of Professional Responsibility – Examples in Practice](#) provides depth and context to the *Standards | Ngā Paerewa* themselves and supports teachers to identify and develop high quality practices in their settings.



### ITE Programme Approval, Monitoring and Review Requirements

New [ITE Programme Approval, Monitoring and Review Requirements](#) (ITE Requirements) came into effect on 1 July 2019. By 1 January 2022, the Council must approve all ITE programmes under the new *ITE Requirements*,

The ITE requirements have been developed with consultation across the profession and stakeholder input and informed by national and international research. They create a shared understanding of best practice for education our beginning teachers.

They outline the processes for programme approval, monitoring and review and represent a significant shift in the design and delivery of teacher education programmes, and the assessment of student teachers. The expectation is student teachers are learning how to use what they know to make judgements and decisions about their teaching practice so that they are ready to teach. The *ITE Requirements* seek to give ECE services and schools | kura greater assurance that ITE graduates are well prepared to be effective beginning teachers on day one on the job.

ITE assessments need to provide evidence of practice and that graduates are equipped with the theory and reflective abilities that will enable them to practice in unfamiliar contexts. This captures two important dimensions – the supervision and support that is part of all ITE programmes, and the need for a strong theoretical and reflective base to support the graduate to take full responsibility for learners and their learning.

The Initial Teacher Education, ITE Programme Approval, Monitoring and Review Requirements, published April 2019 state in the Preamble that there will be a focus on system learnings being fed back to the ITE sector to inform improvements. The learnings from the approval panels conducted in late 2019, made up of members of the teaching profession and ITE teaching sector were shared with Chairs and panellists and ITE providers through an end of year mail out.

We have supported the development of further work of ITE providers for programme development with their partners in the profession and building a shared understanding of what quality programmes to graduate teachers able to meet te Standards (in a supported environment) needed to encompass.

The ITE Advisory group is made up of members of the teaching profession, ITE teaching sector, representatives from Maori and Pasific peoples were also presented with the findings and learnings from the early approval panels.

Learning gained from this process was shared again with ITE providers before each approval panel in turn and will continue across to Jan 1, 2022. And will be added to as learning and shared after each cluster of approvals.

### Induction and mentoring guidelines

In 2011 the Council introduced [Guidelines for Induction and Mentoring and Mentor Teachers](#) (Induction and Mentoring Guidelines). The following year we issued [Te Hāpai O – Induction and Mentoring in Māori Medium Settings](#) (Te Hāpori O). The initial development of these guides involved research, academic input, and pilots in various settings around the country. An action plan is being finalised to undertake a major review and update of the guides in recognition of the important role of induction and mentoring in the professional development of beginning teachers, and the leadership opportunities provided through mentoring activities and the impact of graduating teachers through the new ITE requirements.

*5. How many teachers does the Council calculate have accessed, utilized, or engaged with Council-run professional development or best practice resources, activities, or workshops? If no such data exists, or if the Council does not routinely collect this data, please state as much.*



- 2018-2019 Our Code Our Standards Nga Tikanga Matatika, Ngā Paerewa workshops
  - 89 workshops (21 Māori medium) 2200 participants
- 2017 when Code and Standards Nga Tikanga Matatika, Ngā Paerewa published-2019
  - 207 workshops with 5828 participants
- 2018-2019 Tapasā workshops
  - 26 workshops (Feb to June) 970 participants
- Website analytics for the period January to December 2018 show for each webpage:
  - Our Code Our Standards Nga Tikanga Matatika, Ngā Paerewa 158,689 pageviews
  - Appraisal 49,630 pageviews
  - Wellbeing 3,901 pageviews
  - Cultural Competence 3,003 pageviews

For Initial Teacher Education graduating teachers workshops/presentations are conducted with each provider upon request and many are for individual sector programmes e.g. ECE graduates, focus of these workshops is on entering the profession, *Our Code, Our Standards Nga Tikanga Matatika, Ngā Paerewa* expectations processes and best practice for Induction and Mentoring and registration. Numbers are collated by each lead adviser

*6. What specific policies, procedures, practices, and/or organisational goals does the Council have to "Enhanc[e] the status of teachers and education leaders"? If no such specific policies, procedures, practices, and/or goals exist, please state as much.*

One of the Teaching Council's goals is to enable leadership of a high-performing education system. We want to support and grow leaders and leadership across the profession so there is consistent high-quality leadership within and across learning environments. In 2018, the Council co-developed the *Leadership Strategy for the Teaching Profession* and in response to feedback from the profession, we commissioned NZCER to develop the *Educational Leadership Capability Framework*. The vision 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. The Strategy has been written to:

- Guide and inform a system-level approach to the development of leadership capability for teaching professionals
- Provide a guiding framework for building leadership capability and growing leaders at all levels and across all mediums of teaching
- Identify priorities for investment in leadership capability development

### **Professional learning and development resources**

The Council has released a range of resources to provide teachers with professional learning and development opportunities – these have included workshops, articles, webinars and modules to disseminate research, and best practice and learning resources and opportunities to teachers.

Examples of resources are provided below.

#### [Resources and workshops for Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa](#)

To June 2018 the Council hosted 118 workshops in English and Māori medium for 3,568 teachers, principals and professional leaders throughout the country. To June 2019 we hosted a further 89 workshops with 2,200 participants in regional locations.



Our Standards | Ngā Paerewa resources such as workshop resource books, Quality Practices templates and 4 webinar modules are available on the Council website.

#### [Tātaiako: cultural competencies for teachers of Māori learners](#)

Tātaiako was developed to help all educators think about what it takes to successfully teach Māori learners. It provides a guide to the development of cultural competence for teachers themselves, for their employers, and for Initial Teacher Education providers and providers of on-going teacher professional learning. Tātaiako helps all educational practitioners in meeting the goals of *Ka Hikitia - Managing for Success*.

#### [Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners](#)

Following the launch of Tapasā in September 2018, the Teaching Council was tasked with leading its implementation across the profession. In October 2018 we convened a Pacific expert teacher group to co-construct the implementation and professional learning plan for Tapasā. The implementation plan included a series of workshops and the development of a suite of resources to support teachers to embed Tapasā in their practice. Between February and July 2019, the Council delivered 26 Tapasā workshops for 970 teachers. We also produced 16 Tapasā videos as part of the suite of resources.

#### [Teaching Today podcast series](#)

Launched in 2018, a number of podcasts and their transcripts are available on the Council website. Examples include:

- the use of physical force in education settings
- modern learning environments
- professional boundaries
- induction and mentoring through a Māori Medium lenses.

Our commitment is to facilitate teaching as a self-managing profession and ensure teachers in Aotearoa have the resources to thrive. The development of the leadership centre provides an opportunity for the Council to work with other education agencies and with key stakeholders to maximise knowledge sharing and learning at different levels of the system.

#### **Representing the profession**

The Council's role includes representing the interests of teachers to ensure the status of the profession is enhanced. The Council prepares submissions on matters of interest to teachers. This includes proposals and legislation impacting on teachers such as the [Submission on the Tomorrow's Schools Independent Taskforce's Report](#) and the [Submission on the Education and Training Bill 2019](#).

#### **Partnership, communities and network opportunities**

The Council's partnerships with teachers for example to create the Standards and Code Nga Tikanga Matatika, Ngā Paerewa and resources to support teachers are important for enhancing the status of the profession. These important documents and learning opportunities associated with them are owned by teachers and not 'done to' teachers

- This occurs through the way in which we work in a variety of ways with teachers e.g. engaged in consultation, collaborations as we write Code and Standards Nga Tikanga Matatika, Ngā Paerewa co-constructing content and ways to facilitate learning, so that teachers are positioned as self-managing and leaders in the profession
- Partner with teachers from across the sectors to build our understanding of the learning opportunities teachers would find useful, and the content to be developed and used in those, also the best approaches e.g. workshops or videos



- Teachers partner with us in different ways, some provide feedback on resources, some develop resources with us and some (a small but significant number) become involved in facilitation around the country (see Tapasā example of this)
- Tapasā is a recent example of partnership with profession - 4 fono meetings with Pacific teachers/leaders who developed the workshops and on-line learning content and delivery. These teachers also facilitate the workshops for Tapasā
- Lead advisers are appointed to support the development of the ITE requirements and support ITE providers and their partners in centres, early learning spaces, schools and kura in the regions of New Zealand. Workshops/ presentations facilitated with ITE teaching staff and teaching sector and professional leaders and centre managers.
- Workshops conducted with centre managers, school and kura leaders and teachers to co construct the key teaching Tasks that every beginning teacher needs to be able to do to ensure they are ready to teach.

#### Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach

In May 2020 the Council released new [Requirements for Teacher Registration, Practising Certificates and Limited Authority to Teach](#) (Registration Requirements). The new *Registration Requirements* are the result of consultation with the profession to streamline the processes associated with registration and the issue and renewal of practising certificates and Limited Authority to Teach (LATs). Greater trust has been placed in teachers and professional leaders to reflect *Our Code Our Standards | Ngā Tikanga Matatika Ngā Paerewa* across the profession and particularly in the endorsement of practising certificates and LATs. In January 2019, in response to feedback from the profession, the Council issued a new English Language Policy to support high quality applicants more flexibly demonstrate the correct level of competency.

*7. Pursuant to question 6, what specific monitoring processes and procedures does the Council employ to measure whether or how the Council has helped to "enhance the status of teachers and education leaders"? If no such specific processes and procedures exist, please state as much.*

The Teaching Council has a Performance Management Framework that includes a range of impact measures. The impact measures and results for 2018-19 are listed on page 32 of our [Annual Report](#).

For the 2019-20 financial year a revised set of impact measures was adopted, and the results will be included in our 2019-20 annual report when published.

2019-20 Impact Measures	Target
# & % of the teaching profession that can describe how they have used the Code to model their responsibilities and behaviours	Establish Baseline
# & % of professional leaders' appraisal of applications for practising certificates that are robust	90%
% of schools/ kura and centres where 'appraisals' (against the Standards) are well used to strengthen teaching and learning	Establish Baseline
# & % of teachers who indicate their teaching practice, or their professional relationships were positively influenced through accessing Council services	Establish Baseline
# & % of teachers who have used the Leadership Capability Framework	Establish Baseline
# & % of teachers who feel 'highly valued'	Establish Baseline
# & % of members who are satisfied with the Council as a professional body for teachers	Establish Baseline



8. How much was the expenditure for each of the Council Board members related to the following:
- Catering, food, and dining;
  - Travel; and
  - Accommodation?
- (If it is not possible to provide detail of expenditure for each of the members, a total for the board as a whole would be sufficient as well.)

I can advise that, in general:

- Council members are reimbursed for any reasonable out-of-pocket expenses, including meals, associated with meetings and work directly relevant to their role on the Council.
- Morning tea, lunch and afternoon tea are provided for full day Council meetings for Council members, the executive team, and board secretary.
- The Council does not reimburse members for alcohol or mini bar purchases.
- The Council does not purchase alcohol for Council meetings.
- There were no further catering expenses in March, April, or May 2020 as the Council met via videoconference.

The Governing Council typically meets once a month. They met for two days in July 2019, for their induction as a new board, and then for two days in February 2020, for a strategic planning day and monthly meeting. Since July 2019, they have met 12 times (there was an additional meeting in April to discuss the feedback from the Fees Consultation). The average number of attendees is 11.5 Council members, four executive team members, and a board secretary.

a. Catering

Month	Catering Cost	Number of attendees
24 & 25 Jul-19	\$ 1,660.98	11 & 18
Aug-19	\$ 927.73	14
Sep-19	\$ 986.04	13
Oct-19	\$ 1,250.52	15
Nov-19	\$ 1,016.10	15
Dec-19	\$ 841.60	16
Jan-20	\$ 0.00	17
26 & 27 Feb-20	\$ 2,057.10	27 & 17
Mar-20	\$0.00	18
Apr-20	\$0.00	18
May-20	\$0.00	18

b. Travel for 11 months ending May 2020 – \$42,300

c. Accommodation for 11 months ending May 2020 - \$14,527.40

9. For the budgetary or financial reporting year for which data to my questions has been derived, what was the Council's total annual budget?

For the 2018-19 financial year, this information is available in our Annual Report 2019 found here: <https://teachingcouncil.nz/content/publications-reports>

I can advise that the draft budget for 2020/21 is \$18,292,962, but this has yet to be ratified by the governing Board.



You have the right to seek an investigation and review by the Ombudsman of this response. Information about how to make a complaint is available at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz) or freephone 0800 802 602.

If you wish to discuss this response with us, please feel free to contact Sandra Kelman, Government Relations & Information Manager who may be able to provide further assistance should you be willing to change or refine your request. Her email address is [sandra.kelman@teachingcouncil.nz](mailto:sandra.kelman@teachingcouncil.nz).

Nāku noa, nā



Clive Jones  
Deputy Chief Executive Operational Services

