

Aratohu Kaiohia

Te tuku me te whakahou
tiwhikete

Endorser Guidelines

Issue and renewal of
practising certificates

February 2021
(Updated March 2025)



**Teaching
Council of
Aotearoa
New Zealand**

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Te Whare o te Matatū and the values of the teaching profession

Te Whare o te Matatū Aotearoa – the House of the Teaching Profession – is a space and place where all are welcome.

At the highest level, the whare reflects a partnership under Te Tiriti o Waitangi as represented in the maihi | barge board for each partner – tangata whenua and tangata tiriti.

The tekoteko | carved figure at the top of the ridgeline depicts ako – the reciprocal relationship between kaiako | teachers and learners – kaiako | teachers are also learners and learners are also kaiako | teachers. Placing ako at the top of the whare is significant because it is the reason the whare exists.

Within the whare, the tukutuku panels represent all the different groups that make up the teaching profession – reflecting that there is a place for everyone within the profession.

The whare is held up by ngā pou o te whare | the pillars of the house, which represent the work needed for a strong and effective profession. The four central pou represent the values of the teaching profession and the Council:

- **Whakamana** – empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- **Manaakitanga** – creating a welcoming, caring, and creative learning environment that treats everyone with respect and dignity
- **Pono** – showing integrity by acting in ways that are fair, honest, ethical, and just
- **Whanaungatanga** – engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues, and the wider community.

These pou remind everyone who enters the whare of our collective primary purpose – to do all that we can together so ākonga | learners have the right support to achieve their aspirations and those of their whānau and communities.



About these guidelines

The new policy for registration and certification of kaiako | teachers and professional leaders was launched in May 2020 – [Requirements for Kaiako | Teacher Registration, Practising Certificates and Limited Authority to Teach](#). Updates to the policy were published in February 2021, October 2021, and July 2022.

The policy reflects the values of the teaching profession and supports its expectation to be self-managing in a culture of high trust. It recognises that kaiako | teachers and professional leaders are well-equipped to work together to ensure high-quality and safe teaching, learning and leadership across all sectors and in all settings. The policy also emphasises that the professional judgement exercised by professional leaders (or their delegated endorser) when completing an endorsement is an important factor in the Teaching Council's practising certificate approval processes.

The Endorser Guidelines provide direction to endorsers about what they are responsible for when they endorse a kaiako | teacher or professional leader's practising certificate¹. They outline:

- what information or insights about the kaiako | teacher or professional leader's practice the endorser needs to support their endorsement decision, including how the Professional Growth Cycle (PGC) interacts with the certification process;
- what "meets *Ngā Paerewa | Standards*" means for different types of practising certificate;
- the range of endorsement options available to professional leaders (or their delegated endorser);
- the process that applies when an endorser's judgement is that the kaiako | teacher or professional leader does not meet *Ngā Paerewa | Standards*.

We encourage endorsers to contact the Council if they are unsure about any aspect of the endorsement process.

Our call centre is available Monday to Friday 8.30am-5.00pm (closed public holidays, including Wellington Anniversary Day).

Phone: **04 471 0852** (tumuaki | principals and professional leaders can then dial 9 for special assistance).

Email: enquiries@teachingcouncil.nz

The full registration and certification policy can be found [here](#).

Glossary of terms

Annual statement: A statement from a professional leader that indicates whether the kaiako | teacher or professional leader meets *Ngā Paerewa mō te Umanga Whakaakoranga | Standards for the Teaching Profession* according to the requirements for their practising certificate type.

Endorsee: A kaiako | teacher, or an ECE professional leader, tumuaki, or principal seeking endorsement as part of the process to be issued with or renew a practising certificate. An endorsee who is a kaiako | teacher will engage in the Professional Growth Cycle (PGC) for kaiako | teachers. An endorsee who is an ECE professional leader, tumuaki | or principal will engage in the PGC for ECE professional leaders and tumuaki | principals.

Endorser for kaiako | teachers: An ECE professional leader, tumuaki or principal (or a senior staff member/s holding a full practising certificate and authorised by the professional leader) who endorses kaiako | teacher practising certificates, based on their professional judgement of the kaiako | teacher's everyday teaching practice, and processes that are in place at their early childhood education service, school, kura or other education setting.

¹ These guidelines apply to the requirements for practising certificate issue or renewal. Kaiako | teachers and professional leaders may have a range of other requirements such as employment, licensing or regulatory expectations that also need to be met.

Endorser for professional leaders: A professional leader who is a learning network colleague holding a Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One), and who confirms that the ECE professional leader, tumuaki | or principal has participated in a Professional Growth Cycle and meets *Ngā Paerewa | Standards*.

Endorsement: Formal confirmation by an endorser that the kaiako | teacher or professional leader meets *Ngā Paerewa | Standards* as required for their practising certificate type; has completed induction and mentoring or mentoring (where relevant); has completed satisfactory recent professional development; and shown progress in te reo me ngā tikanga Māori.

Meets *Ngā Paerewa | Standards* (with support): Applies to a new or beginning kaiako | teacher, who has not yet had the opportunity to demonstrate that they independently use and meet *Ngā Paerewa | Standards*. This category also applies to overseas-trained kaiako | teachers when they first begin teaching in Aotearoa New Zealand.

Meets *Ngā Paerewa | Standards*: Applies to a kaiako | teacher or professional leader with two or more years teaching experience, who can demonstrate that they independently use and meet *Ngā Paerewa | Standards*.

Likely to meet *Ngā Paerewa | Standards*: Applies to an experienced kaiako | teacher or professional leader who has demonstrated that they independently use and meet *Ngā Paerewa | Standards*, but **because of their role type** may not be able to currently demonstrate that they meet all *Ngā Paerewa | Standards*.

Does not meet *Ngā Paerewa | Standards*: Endorsement option for when the endorser's judgement is that the kaiako | teacher or professional leader does not currently meet *Ngā Paerewa | Standards* as required for their practising certificate type.

Professional leader: Defined in the Education and Training Act 2020 as a principal of a school or professional leader of an early childhood service.

In settings or organisations other than Early Childhood Education services, schools or kura, the role may have a different title (such as manager or team leader).

Professional Growth Cycle: The annual cycle for professional growth is used in each setting as a means to foster individual and collaborative learning that more broadly supports a reflective, highly-trusted profession. The Professional Growth Cycle uses *Ngā Paerewa | Standards* as the framework for enhancing everyday teaching practice that contributes to improved outcomes for learners. There are separate Professional Growth Cycles for kaiako | teachers and for professional leaders.

Tiwhikete Whakaakoranga Tōmua | Provisional Practising Certificate: This is the first practising certificate type a new or beginning kaiako | teacher holds when they start teaching in Aotearoa New Zealand. This practising certificate type is also issued to overseas-trained kaiako | teachers when they first begin teaching in Aotearoa New Zealand. (Previously known as Provisional Practising Certificate).

Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One): For experienced kaiako | teachers or professional leaders endorsed as independently using and meeting *Ngā Paerewa | Standards* as well as all the other requirements for this practising certificate type. This includes completing induction and mentoring if the kaiako | teacher is seeking to move from Tōmua | Provisional to Tūturu | Full (Category One). (Previously known as Full Practising Certificate).

Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two): An experienced kaiako | teacher or professional leader is issued with or can renew this practising certificate type if they are in a role where they cannot be endorsed as meeting all *Ngā Paerewa | Standards* **because of their role type**. (Previously known as Subject to Confirmation Practising Certificate).

Endorsing kaiako | teachers and professional leaders

Why practising certificates need to be endorsed

The Council has responsibility on behalf of the teaching profession to ensure that kaiako | teachers and professional leaders practising in Aotearoa New Zealand are well equipped to work with children and young people in all our education settings. Collectively we have set expectations of what this looks like through *Ngā Tikanga Matatika Ngā Paerewa | Our Code Our Standards* through a set of values agreed by the profession, and through the Council's registration and certification policy.

Note: If you are employed as a professional leader, you can continue to have your practising certificate endorsed by your employer (head of faculty, Board Chair, or head of a similar governing body) until 1 February 2023.

As a professional leader, if you are already part of a professional learning network, you can also choose to have your practising certificate endorsed by a professional learning network colleague holding a Tūturu | Full Practising Certificate (Category One), who is part of your professional learning network. For more information about this please refer to the Council's webpage.

Making professional judgements about practice

Professional leaders are well placed to make a judgement about the quality of practice of **kaiako | teachers** in their setting. Endorsement is the process of communicating this judgement to support the Council's decision-making and to give us confidence that the kaiako | teacher meets *Ngā Paerewa | Standards* according to the requirements for their practising certificate type.

Professional leaders are well placed to make informed endorsement judgements about other **professional leaders** in their professional learning network.

The endorsement process for kaiako | teachers and professional leaders also provides assurance that requirements outlined in Schedule 3, section 10(6)(a) and (b) of the Education and Training Act 2020 are met – that is, that the kaiako | teacher meets the standards and criteria (*Ngā Tikanga Matatika | Code* and *Ngā Paerewa | Standards* and other requirements) maintained by the Council for issue and renewal of practising certificates.

General requirements for practising certificate applications

Every kaiako | teacher or professional leader is responsible for ensuring they meet the requirements for their practising certificate, including being a registered kaiako | teacher and having an approved or comparable ITE qualification.

The kaiako | teacher or professional leader must also:

- Have completed satisfactory recent teaching – two years in the last five (the Council can exercise its discretion to approve shorter periods)
- Meet *Ngā Paerewa | Standards* as required for their practising certificate type
- Undertake professional growth and learning (professional development)
- Work on their individual goals for making progress in te reo me ngā tikanga Māori
- Confirm their commitment to *Ngā Tikanga Matatika | Code*
- Confirm that they meet the requirements for fitness to teach; and
- Complete a satisfactory police vet every three years.

Kaiako | teachers seeking to move to Tūturu | Full (Category One) from Tōmua | Provisional will need to have completed induction and mentoring as well meeting the other requirements for Tūturu | Full (Category One).

Kaiako | teachers seeking to return to Tūturu | Full (Category One) from Pūmau | Full (Category Two) will also need to have completed one year of mentoring.

Further information about requirements for practising certificates can be found [here](#).

Endorsing progress in te reo and tikanga Māori

Regardless of whether a kaiako | teacher or professional leader is working in Māori Medium or English medium, the Council's expectations for endorsing ongoing development and practice of te reo me ngā tikanga Māori are the same.

This expectation comes from a specific elaboration of *Ngā Paerewa | Standards* "Te Tiriti o Waitangi partnership" about demonstrating commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. This is elaboration three "practise and develop the use of te reo me ngā tikanga Māori". Every registered kaiako | teacher is expected to work towards demonstrating this elaboration.

Upon registration and application for a Tōmua | Provisional practising certificate, a commitment to working towards this elaboration is required from the applicant. For the renewal of any practising certificate, the endorser confirms that the kaiako | teacher or professional leader has continued to develop and practise te reo me ngā tikanga Māori.

When endorsing this requirement, it is important to understand that:

- All kaiako | teachers or professional leaders will start at a different place on their individual learning journey, no matter what setting they teach or lead in.
- The expectation is that this requirement is a focus for planning of professional learning, so that growth can be achieved over time. Kaiako | teachers need to be supported to understand and connect to their setting's policies and plans for te reo me ngā tikanga Māori, and understand their own learning needs to support their contribution to those policies and plans.
- Individual kaiako | teachers and professional leaders should therefore work together to agree goals appropriate to the kaiako | teacher's development stage as part of the Professional Growth Cycle in their setting.
- Professional leaders will also take responsibility for working with kaiako | teachers to put in place an agreed approach for the whole setting that supports each kaiako | teacher or professional leader's development in te reo me ngā tikanga Māori.

Who is responsible for endorsement of practising certificates?

The table below outlines who is responsible for endorsing kaiako | teacher and professional leader practising certificate applications.

Endorsers do not need to ask kaiako | teachers or professional leaders for evidence documents to be provided for the purpose of endorsing practising certificate renewal. The Council relies on their professional judgement and trusts that endorsers have the knowledge and expertise to undertake this responsibility.

Note: If you are employed as a professional leader, you can continue to have your practising certificate endorsed by your employer (head of faculty, Board Chair, or head of a similar governing body) until 1 February 2023.

Table 1: Endorsement responsibility for practising certificate renewal:

Kaiako teacher endorsement	Professional leader endorsement
<p>Kaiako teacher endorsers are professional leaders (or senior staff members holding a full practising certificate and authorised by the professional leader), who endorse kaiako teacher applications for issue and renewal of practising certificates. The endorsement decision is based on the professional leader's professional judgement about whether the kaiako teacher meets <i>Ngā Paerewa Standards</i> as required for their practising certificate type.</p> <p>Professional leaders base their professional judgement on knowledge of the kaiako teacher's everyday practice, including participation in the Professional Growth Cycle. They may have direct knowledge of the kaiako teacher's practice or draw on information from senior staff who have management or supervisory responsibilities for the kaiako teacher.</p> <p>It is expected professional leaders or senior staff endorsing kaiako teacher practising certificates applications are registered kaiako teachers who hold a Tūturu Full (Category One) or Pūmau Full (Category Two) practising certificate.</p> <p>Professional leaders who are not registered kaiako teachers holding a full practising certificate will need to be assured that the processes in place within their setting enable professional judgements about teaching practice to be made by a fully certificated kaiako teacher in a senior role, including whether a kaiako teacher meets <i>Ngā Paerewa Standards</i> as required for their practising certificate type.</p>	<p>A professional leader who is also a professional network colleague and holds Tūturu Full (Category One) can endorse a professional leader's application for renewal of their practising certificate. The endorsement decision is based on the endorser's professional judgement about whether the professional leader meets <i>Ngā Paerewa Standards</i> according to the requirements for their practising certificate type.</p> <p>The endorser will confirm annually (with a statement) that the professional leader meets <i>Ngā Paerewa Standards</i> according to the requirements for their practising certificate type; and has participated in the Professional Growth Cycle.</p> <p>It may be helpful to have an endorser who is working in a similar-sized role to undertake the endorsement (although this is not a requirement).</p> <p>The endorsement decision is based on the endorser's professional judgement about the professional leader's practice. This would include the professional leader's involvement in the professional learning network where there is evidence such as feedback reported by the professional leader to their network during PGC discussions. Professional learning network colleagues may also visit each other's ECE service, school, or kura – but this is not a requirement.</p> <p>Where the endorser does not feel they have enough direct knowledge of the professional leader's practice, they should discuss this with the professional leader in the first instance. They could also draw on information from others (in discussion with the professional leader) including members of the professional leader's staff, and stakeholders and refer to appropriate data or other information sources.</p>

2 These professional leaders (or equivalent) may be in some ECE services, ITE providers, other education agencies recognised in the Education and Training Act 2020 or in other settings approved by the Council.

The Professional Growth Cycle for kaiako | teachers

The endorsement decision is informed by knowledge of the kaiako | teacher's everyday teaching practice and their participation in the setting's Professional Growth Cycle. Each setting's PGC is based on the elements discussed and agreed by members of the Accord³ and subsequently confirmed by the Governing Council of the Teaching Council.

The elements position the use of *Ngā Paerewa | Standards* as catalysts for professional growth, aligned to holistic everyday practice. It is up to professional leaders to design a Professional Growth Cycle with kaiako | teachers, recognising the importance of a self-managing profession and supporting a high-trust environment. This process is intended to enhance and capitalise on authentic learning collaborations that will already exist between kaiako | teachers and professional leaders in their own setting. The same process also supports professional leader decisions about the endorsement of kaiako | teacher practising certificates.

The approach to the PGC should reflect the learning-focused culture of the setting, but the Council will not dictate what it looks like for each setting. However it is expected that all the elements of the PGC are systematically addressed and included in the setting's agreed approach. It is not expected that kaiako | teachers will need to create additional 'evidence' documentation as part of the PGC but **naturally occurring** evidence may play a useful role in supporting professional conversations arising during the process.

Professional leaders will confirm annually that each kaiako | teacher has participated in the PGC. They will also provide an annual statement to the kaiako | teacher about whether they meet *Ngā Paerewa | Standards* as required for their practising certificate type. The annual statement can be used by the kaiako | teacher if they move to a new role, or if they work across multiple education settings.

More information about the PGC for kaiako | teachers can be found [here](#).

The Professional Growth Cycle for ECE professional leaders, tumuaki | principals

From 1 February 2023, appraisal will no longer be the process used by the Council for making decisions about whether a professional leader (who is a registered kaiako | teacher) meets *Ngā Paerewa | Standards* as required for their practising certificate type. Instead another version of the PGC has been developed, focusing on professional growth and engagement in professional learning networks for ECE professional leaders, tumuaki | principals.

Each professional leader's PGC is based on the elements discussed and agreed by members of the cross sector working group facilitated by the Council, and subsequently confirmed by the Governing Council of the Teaching Council.

The elements position the use of *Ngā Paerewa | Standards*, the *Leadership Strategy | Rautaki Kaihautū*, and the *Educational Leadership Capability Framework* as catalysts for professional growth, aligned to holistic everyday leadership practice. It is up to professional leaders to plan their PGC in discussion and collaboration with their professional learning network colleagues. This recognises the importance of a self-managing profession and supporting a high-trust environment. The process is intended to enhance and capitalise on authentic learning collaborations that will already exist within networks of professional leaders and other processes professional leaders may have for receiving feedback on their practice. It will also support decisions about the endorsement of a professional leader's practising certificates.

³ Members of the Accord working group included representatives from NZEI Te Riu Roa, PPTA Te Wehengārua and the Ministry of Education. The Accord partners also worked with a stakeholder group convened by the Council that included other representative bodies, to develop the elements for the Professional Growth Cycle: NZSTA; Te Rito Maioha; Early Childhood Council; ERO; NZ Kindergartens; Ngā Kura a Iwi o Aotearoa; Te Rūnanganui o Ngā Kura Kaupapa Māori, Montessori NZ, NZPF; NZPPA; SPANZ.

The new approach should reflect the learning-focused culture of each professional leader. While the Council will not dictate what it looks like for each network of professional leaders and their settings, it is expected that all the elements of the PGC are systematically addressed and included in each professional leader's PGC plan.

More information about the PGC for ECE professional leaders, and tumuaki | principals can be found [here](#).

The endorsement decision

Endorsement decisions are based on an endorser's knowledge of the kaiako | teacher or professional leader's practice in relation to using and meeting *Ngā Paerewa | Standards*. The endorser accumulates these insights through each stage of the PGC in their professional conversations with the kaiako | teacher or professional leader. These insights are supported by additional information such as naturally occurring evidence associated with practice and observations of practice.

The Council is also able to use its discretionary powers to approve an application if it falls outside the normal parameters for issue or renewal of a practising certificate.

When there are areas where a **kaiako | teacher's practice** could improve or be strengthened, this would be discussed as part of professional conversations, as a normal part of kaiako | teacher and professional leader feedback and reflection and engagement in the PGC. In some settings, the professional leader will choose to delegate this responsibility to a senior staff member who may also be authorised to endorse practising certificate applications.

If the professional leader has concerns that the **kaiako | teacher** may not be meeting *Ngā Paerewa | Standards* as required for their practising certificate type, the process outlined below ("The kaiako | teacher does not meet *Ngā Paerewa | Standards*") should be followed.

Where there are areas of a **professional leader's practice** that could be improved or strengthened, this would be discussed between the endorser and the professional leader, as a normal part of feedback and reflection and engagement in their PGC.

If the endorser has concerns that the **professional leader** may not be meeting *Ngā Paerewa | Standards* as required for their practising certificate type, the process outlined below ("The professional leader does not meet *Ngā Paerewa | Standards*") should be followed.

The professional leader should inform their presiding board member/employer if this situation were to occur.

Endorsing kaiako | teacher applications

When requested to endorse a kaiako | teacher's application for issue or renewal of a practising certificate, the endorser can choose to advise the Council that:

1. the kaiako | teacher meets *Ngā Paerewa | Standards* as required for their practising certificate type; or
2. the kaiako | teacher does not meet *Ngā Paerewa | Standards* as required for their practising certificate type; or
3. they have concerns or are unsure about endorsing the application and contact the Council to discuss this further.

Note that a Pūmau | Full (Category Two) practising certificate recognises that an experienced kaiako | teacher's current role may not allow them to demonstrate using and meeting **all** *Ngā Paerewa | Standards*. **It does not indicate issues with a kaiako | teacher's performance** and should never be recommended during the endorsement process when the endorser does have concerns about a kaiako | teacher's practice.

The kaiako | teacher meets *Ngā Paerewa | Standards*

Meeting *Ngā Paerewa | Standards* has different requirements, depending on the type of practising certificate.

Table 2: Requirements for meeting *Ngā Paerewa | Standards*:

Practising certificate type	Applies to	Requirement to meet <i>Ngā Paerewa Standards</i>	Further information
Tōmua Provisional Previously known as Provisional	New or beginning kaiako teachers – issued with or renewing Tōmua Provisional. Overseas-trained kaiako teachers who are registering in Aotearoa New Zealand for the first time will also be issued with a Tōmua Provisional practising certificate to allow them time to familiarise themselves with teaching in Aotearoa New Zealand.	Meets <i>Ngā Paerewa Standards</i> (with support) ⁴ The kaiako teacher is making good progress towards being able to demonstrate independently using and meeting <i>Ngā Paerewa Standards</i> .	If the kaiako teacher has not yet completed induction and mentoring and needs to renew this practising certificate type, “meeting with support” recognises they are continuing to make progress in preparation for applying for Tūturu Full (Category One).
Tūturu Full (Category One) Previously known as Full	Experienced kaiako teachers – issued with or renewing Tūturu Full (Category One).	Meets <i>Ngā Paerewa Standards</i> The kaiako teacher is able to demonstrate independently using and meeting <i>Ngā Paerewa Standards</i> .	A kaiako teacher is first issued with Tūturu Full (Category One) when they have completed induction and mentoring and meet all the other requirements for this practising certificate type.
Pūmau Full (Category Two) Previously known as Subject to Confirmation	Experienced kaiako teachers – issued with or renewing Pūmau Full (Category Two).	Likely to meet <i>Ngā Paerewa Standards</i> The kaiako teacher previously held Tūturu Full (Category One) and demonstrated in that role that they can independently use and meet <i>Ngā Paerewa Standards</i> .	The kaiako teacher is experienced but is currently employed in a role which may not allow them to demonstrate that they currently meet all <i>Ngā Paerewa Standards</i> so are considered likely to meet them.

As well as indicating whether the kaiako | teacher meets *Ngā Paerewa | Standards* as required for their practising certificate type, the professional leader also confirms that they have:

- participated in professional development (including the PGC for their setting)
- shown progress in te reo me ngā tikanga Māori as outlined in elaboration three of the Te Tiriti o Waitangi standard or paerewa.

⁴ New and beginning kaiako | teachers who completed their ITE qualification under the ITE requirements in effect prior to 1 July 2019 will have used the *Graduating Teacher Standards* during their study. However their induction and mentoring programme will focus on using and meeting *Ngā Paerewa | Standards* which were introduced in July 2017.

The kaiako | teacher does not meet *Ngā Paerewa | Standards*

This endorsement decision could apply to any practising certificate type, however it is important to recognise that kaiako | teachers on Tōmua | Provisional are working on developing and deepening their practice as a normal part of their kaiako | teacher journey. Therefore if a Tōmua | Provisional kaiako | teacher is progressing as expected, it would not be appropriate to choose not to endorse because they have not yet completed satisfactory induction and mentoring.

If the professional leader chooses not to endorse a kaiako | teacher's application because in their professional judgement they do not meet *Ngā Paerewa | Standards* as required for their practising certificate type, the kaiako | teacher must have been advised that there are specific concerns about their current professional practice before beginning the endorsement process. They must also have had the opportunity to be supported to address the concerns within an agreed timeframe, as outlined in the steps below.

Note: Element (f) of the PGC outlines the importance of engaging with the kaiako | teacher about the steps involved where there are concerns about their practice.

Note: If practising certificate renewal occurs during the time the kaiako | teacher is engaged in a process to address issues or concerns with their practice, and the professional leader is satisfied they are making good progress, they can choose to endorse the kaiako | teacher as meeting *Ngā Paerewa | Standards*.

The professional leader can also choose that the kaiako | teacher does not meet *Ngā Paerewa | Standards* while the process is underway. At any time, the professional leader can discuss their concerns with the Council to seek further advice or guidance, and we encourage you to do so, to enable the Council to take appropriate and fair decisions.

Although the Council does not get involved in employment matters, we understand that consistent advice is important. Therefore we recommend that the following guides professional leaders when they are concerned that a kaiako | teacher's practice does not currently meet *Ngā Paerewa | Standards* as required for their practising certificate type:

- The concerns should be clearly identified with specific examples and discussed with the kaiako | teacher, with reference to the expectations (often recorded in a quality practice template) of what demonstrating *Ngā Paerewa | Standards* looks like in their setting.
- Remedial action(s) required from the kaiako | teacher should be identified, explained, and discussed.
- Support available to the kaiako | teacher should be identified and discussed (such as professional development or observations with feedback).
- Reasonable timeframes for when progress is reviewed should be discussed and set. If the issues are resolved, this needs to be communicated to the kaiako | teacher; likewise, if satisfactory progress has not been made within the agreed timeframes.
- If there is not sufficient improvement in the period discussed, performance management processes outlined in employment agreements must be complied with.
- If no further improvement is made, the professional leader is likely to consider extending formal performance management.
- If the professional leader believes the kaiako | teacher hasn't reached the required competence level after these steps have been taken, they are required to submit a mandatory report.
- If employment is terminated or the kaiako | teacher resigns while this process is underway, the professional leader is required to complete a mandatory report. For more information about the mandatory report process, please refer to the Council's [website](#).

When a professional leader decides not to endorse the kaiako | teacher as meeting *Ngā Paerewa | Standards* as required for their practising certificate type, they still need to complete the endorsement process for the kaiako | teacher's application. In this situation, the professional leader chooses the option that the kaiako | teacher does not meet *Ngā Paerewa | Standards*, which then requires them to provide additional information. The Council will contact the professional leader and the kaiako | teacher to discuss the concerns further.

The Council can renew the kaiako | teacher's practising certificate with the concerns noted as an exception to policy. This ensures that we are adhering to principles of fairness and natural justice, and do not pre-empt the outcomes of any processes being undertaken to address concerns. The Council may follow up on these concerns with the professional leader during the period of the current practising certificate.

Endorsing professional leader applications

When requested to endorse a professional leader's application for issue or renewal of a practising certificate, the professional learning network colleague (endorser) can choose to advise the Council that:

- the professional leader meets *Ngā Paerewa | Standards* as required for their practising certificate type; or
- the professional leader does not meet *Ngā Paerewa | Standards* as required for their practising certificate type; or
- they have concerns or are unsure about endorsing the application and contact the Council to discuss this further.

Note: Two professional leaders cannot endorse each other, ie., it cannot be a reciprocal process.

The Council is also able to use its discretionary powers to approve an application if it falls outside the normal parameters for issue or renewal of a practising certificate.

The professional leader meets *Ngā Paerewa | Standards*

Meeting *Ngā Paerewa | Standards* has different requirements, depending on the type of practising certificate. Please refer to Table 2 for more information about these requirements.

The professional leader does not meet *Ngā Paerewa | Standards*

This endorsement decision could apply to any practising certificate type.

Note: Element (f) of the Professional Growth Cycle outlines the importance of engaging with the professional leader about the steps involved where there are concerns about their practice.

If the endorser chooses not to endorse a professional leader's application because in their professional judgement they do not meet *Ngā Paerewa | Standards* as required for their practising certificate type, the professional leader **must have been advised prior to the endorsement process** that there are specific concerns about their current professional practice. This conversation should take place as early as possible in professional learning network discussions, or another appropriate setting. The professional leader must also have had the opportunity to be supported to address the concerns, and have an agreed timeframe for this, as outlined in the steps below.

Note: If practising certificate renewal occurs during the time the professional leader is engaged in a process to address issues or concerns with their practice, and the endorser is satisfied they are making good progress, they can choose to endorse the professional leader as meeting *Ngā Paerewa | Standards*.

The endorser can also choose that the professional leader does not meet *Ngā Paerewa | Standards* while the process is underway.

At any time, the endorser can discuss their concerns with the Council to seek further advice or guidance, and we encourage you to do so, to enable the Council to take appropriate and fair decisions.

We recommend that the following guides endorsers when they are concerned that a professional leader's practice does not currently meet *Ngā Paerewa | Standards* as required for their practising certificate type:

1. The concerns should be clearly identified with specific examples and discussed with the professional leader, with reference to the expectations of what continuing to demonstrate *Ngā Paerewa | Standards* looks like in their setting. The endorser may also wish to seek advice from the Council at this stage, to ensure that a robust and supportive process is in place.
2. Remedial action(s) required from the professional leader should be identified, explained, and discussed.
3. Support available to the professional leader should be identified and discussed (such as professional development or observations with feedback).
4. At this point the professional leader will inform their presiding board member/employer that the endorser has raised concerns.
5. The professional leader will work with a support plan formulated with their presiding board member/employer (or delegate) which will include agreed timeframes for when progress is reviewed.
6. If the issues are resolved, i.e., the professional leader shows they are continuing to meet *Ngā Paerewa | Standards*; this needs to be communicated to the professional leader. Likewise, if satisfactory progress has not been made within the agreed timeframes, the presiding board member/employer (or delegate) must inform the professional leader.
7. If there is no appropriate recognition of the issue(s) shown by the professional leader, and/or they are not willing to engage in a process whereby they show that they continue to meet *Ngā Paerewa | Standards*; the matter becomes an employment issue, as all professional leaders who are registered kaiako | teachers are required to have a current practising certificate.
8. When an endorser decides not to endorse the professional leader they still need to complete the endorsement process for the professional leader's application. In this situation, the endorser chooses the option that the professional leader does not meet *Ngā Paerewa | Standards*, which then requires them to provide additional information. The Council will contact the endorser and the professional leader to discuss the concerns further.
9. The Council can renew the professional leader's practising certificate with the concerns noted as an exception to policy. This ensures that we are adhering to principles of fairness and natural justice, and do not pre-empt the outcomes of any processes being undertaken to address concerns. The Council may follow up on these concerns with the endorser during the period of the current practising certificate.

Other endorsement scenarios

Other than issues relating to whether a kaiako | teacher or professional leader meets *Ngā Paerewa | Standards* as required for their practising certificate type, there are a number of different reasons why an endorser may feel unsure about whether to endorse an application for issue or renewal of a practising certificate.

Appendices One and Two outline a range of scenarios addressing some common situations facing endorsers. Appendix One includes issues with a kaiako | teacher focus. Appendix Two is focused on professional leader issues.

If you are still unsure, please contact the Council for further information or advice, using the professional leader helpline.

Supporting relieving kaiako | teachers

Our early childhood education services, schools and kura rely on the skills and expertise of relieving kaiako | teachers to minimise disruption to learning through periods of staff leave, and to provide other short-term support for permanent teaching staff.

Relieving kaiako | teachers must meet the requirements of their practising certificate type for issue or renewal, and as with permanent teaching staff, need their application endorsed as part of the certification process.

Some kaiako | teachers will be able to identify a professional leader who can endorse that they meet *Ngā Paerewa | Standards* as required for their practising certificate type and the other requirements for renewal. In other instances, when a kaiako | teacher is not able to identify a professional leader to endorse their application, the Council can use its discretionary powers to assess the application and determine whether the practising certificate can be renewed.

While kaiako | teachers employed in these roles need to meet all the requirements for practising certificate issue/renewal, the Council does not place a time requirement or other specific expectations on the kinds of professional learning that may be undertaken, other than what is outlined in the relevant standard, paerewa or elaboration and in the requirements for issue and renewal of a practising certificate.

There are also a range of ways that professional leaders may be able to support relieving kaiako | teachers to meet the requirements to renew their practising certificate or move to a new practising certificate type – some of these are outlined in the table below.

Table 3: Professional leader support for relieving kaiako | teacher:

Certificate type	Is seeking to	Professional leader support
Tōmua Provisional	Obtain a teaching position that allows them to complete induction and mentoring	Provide support and guidance regarding employment opportunities; provide opportunities for the kaiako teacher to participate in the Professional Growth Cycle within the setting
Pūmau Full (Category Two)	Move back to Tūturu Full (Category One)	Help the kaiako teacher set up a one-year mentoring programme; provide opportunities for the kaiako teacher to participate in the Professional Growth Cycle within the setting
Pūmau Full (Category Two)	Remain on Pūmau Full (Category Two)	Provide opportunities for the kaiako teacher to participate in the Professional Growth Cycle within the setting

The Council's online application system (Hapori Matatū) also provides a more streamlined approach for recording teaching positions where the kaiako | teacher has worked in multiple settings.

Renewing practising certificates in organisations other than early childhood education services, schools, or kura

Kaiako | teachers and professional leaders working in organisations such as the range of education agencies, Initial Teacher Education providers and staff in tertiary education institutions (universities, whare wānanga, insititutes of technology/polytechnics) or other organisations are able to apply to have their practising certificate **renewed** while working in these settings.

Some kaiako | teachers or professional leaders will be able to identify a professional leader who can endorse that they meet *Ngā Paerewa | Standards* as required for their practising certificate type and the other requirements for renewal. In other instances, when a kaiako | teacher or professional leader is not able to identify a professional leader to endorse their application, the Council can use its discretionary powers to assess the application and determine whether the practising certificate can be renewed.

Supporting guidance counsellors

Some schools and kura employ registered teachers in guidance counsellor roles. We encourage these guidance counsellors to renew their practising certificate, and to keep their knowledge and expertise in teaching practice up to date and ask that you support them to do this. Some of these teachers also have classroom roles, while counselling is the sole responsibility for others. Your approach to endorsing certificates will depend on whether the teacher has classroom responsibilities.

The guidance counsellor's role also includes classroom responsibilities

These teachers are required to maintain a current practising certificate. They will be able to renew that certificate, either by meeting the Satisfactory Recent Teaching (SRT) requirement of working for at least two years in the past five years, or by the Teaching Council approving a shorter period of service.

Guidance counsellors with insufficient classroom teaching service may be able to renew by either using a Return to Practice Plan, or by seeking your endorsement using information they provide in the Quality Practice Template (QPT). The work they undertake as a guidance counsellor can be counted towards meeting SRT requirements if they are able to show through the QPT how this work aligns to *Ngā Paerewa | Standards*, and you are comfortable endorsing their application to renew.

The teacher's sole responsibility is as a guidance counsellor

Teachers who work solely as guidance counsellors can choose not to renew their practising certificate if their school doesn't require them to hold one. If a teacher allows their practising certificate to lapse in this way, they will be able to renew it in the future – but are likely to need to complete a teacher refresh process to do this.

If a guidance counsellor decides to renew their practising certificate, they will need to meet the Satisfactory Recent Teaching (SRT) requirements of two years in the past five years, or a shorter period at the Teaching Council's discretion. The work they undertake as a guidance counsellor can be counted towards meeting SRT requirements if they are able to show how this work aligns to *Ngā Paerewa | Standards*, and you are comfortable endorsing their application to renew.

Guidance counsellors can use the school guidance counsellors Quality Practice Template (QPT) to help them identify how their work aligns with *Ngā Paerewa | Standards* and this should help you in your decision whether to endorse. The QPT is also a useful resource that can be used in your professional conversations as part of your setting's Professional Growth Cycle. Contact Teaching Council staff if you aren't sure whether you can provide an endorsement.

If the guidance counsellor is unable to complete a QPT (and therefore can't get your endorsement), they may instead be able to renew their practising certificate using a Return to Practice Plan.

Appendix One: Examples of other endorsement scenarios (kaiako | teacher focus)

Scenario	Resolution	Notes
The kaiako teacher's role type (part-time, casual/relieving) means their teaching practise may not be able to demonstrate all <i>Ngā Paerewa Standards</i> .	If you believe the kaiako teacher would meet <i>Ngā Paerewa Standards</i> if they were working in a broader, more full-time role, because they are an experienced kaiako teacher, they can be endorsed, and the Council can issue or renew Pūmau – Full (Category Two).	
The kaiako teacher has less than the required two years uninterrupted teaching.	You can use your professional judgement if you consider the teacher meets <i>Ngā Paerewa Standards</i> as required for their practising certificate type.	The Council is also able to review teaching service and exercise its discretion on uninterrupted teaching service as necessary.
The kaiako teacher has worked in your centre/school/kura or other education setting for less than one term.	The kaiako teacher should provide their most recent annual statement that confirms whether they meet <i>Ngā Paerewa Standards</i> as required for their practising certificate type.	
The previous professional leader has retired/left the profession and you (as professional leader) have not been long in your role.	The kaiako teacher should provide their most recent annual statement that confirms whether they meet <i>Ngā Paerewa Standards</i> as required for their practising certificate type.	
You are the kaiako teacher's most recent professional leader, but the kaiako teacher has not taught in your centre/school/kura or other educational setting for some time.	You can use your professional judgement if you consider the teacher meets <i>Ngā Paerewa Standards</i> as required for their practising certificate type.	
You can choose not to endorse the kaiako teacher if in your professional judgement you do not have recent enough knowledge of their teaching practice.	The Council is also able to review the application and apply discretion for issue or renewal of a practising certificate.	
You are a relative or close friend of the kaiako teacher.	The kaiako teacher will need an endorsement from another appropriate person (a registered kaiako teacher, with a full practising certificate, and working in a senior role) from within your educational setting or another professional leader to avoid a conflict of interest. As their professional leader, you will need to complete the Conflict of Interest form indicating how this will be managed.	

Appendix Two: Examples of other endorsement scenarios (professional leader focus)

Scenario	Resolution	Notes
<p>A professional leader who has traditionally been a 'hands-on' professional leader, taking a strong interest in guiding the setting's teaching and learning approaches.</p> <p>However, the last couple of years have required the professional leader to focus on a major building development, and oversee a new direction in the setting's financial management.</p> <p>The professional leader has been very open with their PGC network about this situation and has explicitly talked about it with their PGC endorser.</p>	<p>Both the professional leader and their endorser agree that the leader's work in the areas of 'Design for Learning' and 'Teaching' have not been at their usual level of practice. The professional leader makes plans to spend some targeted time/energy in those areas to remove any barriers to the upcoming certification application.</p> <p>The professional leader subsequently led their staff through a very successful curriculum project, and discussed the project with both the PGC network and their endorser.</p> <p>The endorser is therefore confident in the professional leader's practice against all <i>Ngā Paerewa Standards</i> and endorses their application to renew Tūturu Full (Category One).</p>	
<p>When discussing professional learning in their PGC network, one professional leader does not contribute.</p> <p>When specifically asked about their professional learning they simply say they are too busy and will get onto it when time allows. This same response is used whenever the topic is raised by the endorser or colleagues in the PGC network.</p>	<p>The endorser makes it clear with the professional leader that this may become a matter affecting endorsement.</p> <p>At the next PGC network hui the professional leader brings information that they indicate relates to professional learning they have undertaken. However they can't articulate what it's about, nor its application to improving learner outcomes.</p> <p>The endorser points out that the professional leader seems to have gone backwards with regard to this standard or paerewa and recommends the professional leader informs their board/employer about the situation.</p> <p>The steps of the process in the Endorsement Guidelines continues to be followed.</p>	
<p>Following a compliance audit, a professional leader discusses the issues with their endorser, including that they have been given a caution or a letter of expectation from their employer.</p>	<p>The endorser can see that competence relating to using and meeting the standards or paerewa has not been raised as a concern, rather the employer has dealt with the matter as duties and responsibilities under the employment agreement.</p> <p>The endorser should therefore make a distinction between these and using and meeting <i>Ngā Paerewa Standards</i>.</p> <p>Based on this, the endorser is able to proceed and endorse the professional leader's practising certificate.</p>	



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