

Governing Council – Out of Cycle

Summary of themes from fees, costs, and levies pre-consultation project.



3 Hakihea 2021 12-1pm

Topic: Governing Council - Out of Cycle

Time: Dec 3, 2021 12:00 PM Auckland, Wellington

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Board Paper

Item X
Council/Committee Meeting
xx/xx/xx

SUBJECT:	Analysis of themes from pre-consultation stakeholder hui
TO:	Governing Council
FROM:	Tamahau Rowe
PREPARED BY:	[REDACTED]
FOR:	<input type="checkbox"/> Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information

Purpose

To provide more detailed information to the Governing Council on the key themes from pre-consultation discussion with stakeholders, to assist with framing discussions on a possible staged implementation of fees/costs/levies with Minister Hipkins for the meeting scheduled Monday 6 December.

A high-level summary of the feedback will also be shared with the stakeholders we met with and teachers, through the newsletter.

A further paper will be provided to the Governing Council for the meeting scheduled 17 December, where recommendations for options to be included in the consultation document will be set out and to discuss how best to conduct the consultation.

Background

The Council engaged in a series of pre-consultation hui with stakeholders in September and October 2021 to seek their feedback on the design of the consultation process for fees and levies.

The information gathered from this engagement was provided as a general summary for the Governing Council meeting held 25 November 2021.

This paper further summarises the feedback into key themes, and sub-themes, with an overview of the views shared within each theme.

Key themes identified in pre-consultation engagement

1. Value proposition

Understanding how the Council contributes to a high-quality and trusted teaching profession:

- Be able to clearly represent the value of the Council as the support and development hub of the profession
- The importance of being able to represent the voice of the whole profession, particularly those who may be on the margins
- Identifying what are the Council's core functions that are for the wellbeing of the profession and the public
- The importance of being autonomous and self-determining, not being told what to do
- Consideration of the issue of who would undertake the Council's functions if it didn't exist

2. Approach to consultation

An engagement and consultation process that reflects the Council's organisational values and the many voices and views of the teaching profession:

- Ensure it reflects the Tiriti partnership relationship
- The process needs to look and be different from previous consultation – and show the Council has listened to teacher and stakeholder feedback
- It needs to be able to show how the many voices, views have been heard and considered and why final decisions are made
- Messages and information should be tailored to different groups – and be clear and concise
- Timing is critical – end of the year or in January is not ideal – a longer period of November – April will work better
- Identify the areas in which feedback is being sought e.g., how best to equitably distribute costs across groups of teachers or sectors, options for user pays, options for different levels of service where they exist, performance standards or expectations

3. Financial considerations

Weighing up cost-effectiveness in meeting legislated functions alongside the impact of increases to fees/levies for different groups of teachers:

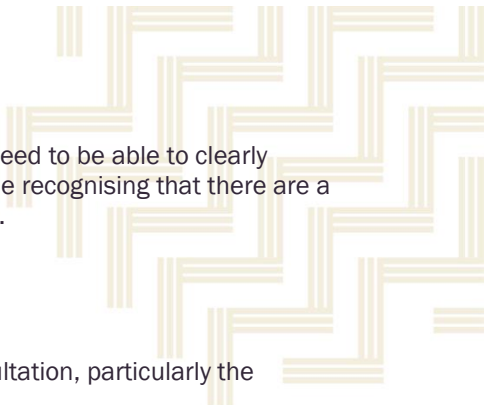
- Being cognisant of equity issues that may impact on different groups of teachers – differential fees/levies structure?
- What should be the responsibility of government and what should be the responsibility of the teaching profession in terms of funding?
- What costs should be shared amongst the profession and what should be user pays?
- All teachers should fund this evenly regardless of the sector – it is the profession's responsibility to manage the profession
- Negotiate a solvency plan with Government to allow a phased approach to increasing fees/levies
- Thoroughly explore different payment options – what would be the impacts of a basic service level in some areas, and where would this be possible without impacting on quality?
- Highlight quality improvements but also need to test with teachers how much they are willing to pay
- Benchmark processes/costings against other similar professional bodies

What the feedback tells us

Value proposition

Stakeholders shared a range of views about the Council's effectiveness in promoting the teaching profession as autonomous and self-determining, which they saw as fundamental to understanding teacher concerns about increases in fees and levies.

For some the Council's value proposition is clearly reflected in the quality of the range of services and activities already underway. For others, the work the Council is doing is overshadowed by dissatisfaction with the range of functions it is required to perform. This reflects debate within the profession centred on whether the Council's functions should be limited to regulatory requirements, with other functions being addressed elsewhere in the system.



This feedback indicates that the consultation document and processes need to be able to clearly illustrate the value of an independent professional body to teachers, while recognising that there are a range of views regarding the breadth of the council's legislated functions.

Approach to consultation

Stakeholders were largely supportive of the two-tiered approach to consultation, particularly the opportunity it provides for early insight into key issues for teachers.

Feedback from stakeholders indicated that the Council's commitment to being a Tiriti and values-based organisation needed to be visible and integrated through the process, particularly the approach to engagement with Māori. This included the Council being able to clearly show how feedback from this engagement before and during the consultation was heard and considered, and what impact it had on design of the consultation and final decisions.

How the information about options for ensuring the Council is resourced to undertake all its legislated functions is presented to the teaching profession was seen as critical. Stakeholders were particularly concerned that teachers would be able to see the Council undertaking a genuine consultation i.e., not just presenting information about why fees and levies needed to be increased. Discussing the range of options considered so far and being clear about which were considered viable and why was seen as an important part of undertaking a robust and genuine process. Stakeholders also noted that creating space for "blue skies" thinking during the consultation and processes to respond to this was necessary.

Stakeholders commented that timing for the consultation needed to be mindful of teacher workloads and peak periods where centres, schools and kura would be preoccupied with internal activities. There was support for avoiding the holiday period, while also allowing plenty of time for teachers to discuss options and provide their feedback.

This feedback indicates that structuring the consultation document and our approach to engagement will be fundamental to ensuring the overall process reflects our organisational values and captures the views and voices of the teaching profession. Providing a range of ways to engage with consultation information and tailoring messaging to reflect the diversity of the teaching profession will also be important.

Note that the issue of whether a staged implementation plan for increasing fees/levies is an option is outlined below in the section "Timing of consultation".

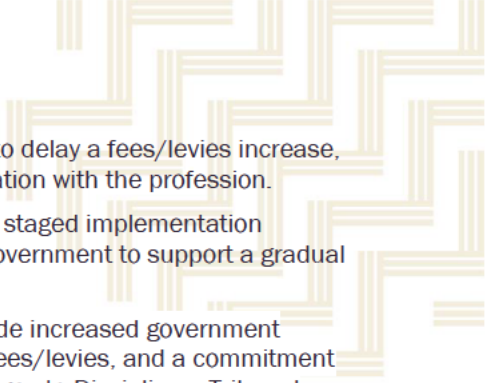
Financial considerations

Stakeholders provided detailed feedback on a range of considerations to inform options for determining the level of fees/levies. Being able to provide a detailed break-down and analysis of costs and where savings could or had been implemented was regarded as important in providing context for teachers' feedback. Stakeholders also indicated that clear information on which functions were required to be funded by the teaching profession and which by Government was needed, so that teachers were clear where funding responsibilities lie.

Stakeholders identified several options they considered were important to include in the consultation document. Examples included whether different levels of service would be an effective means to reduce costs, exploring different payment options such as fortnightly payments, and differential payments for different PC types, recognising salary differentials for new/beginning teachers compared to other teachers.

This feedback indicates that setting out the range of options considered so far, including any analysis of viability will be critical to ensuring teachers have a full picture of the challenges facing their professional body.

Timing of consultation



Most stakeholders were of the view that unless there are viable options to delay a fees/levies increase, the Council should move forward with decision-making following consultation with the profession.

However, we have been asked to put a proposal to Minister Hipkins for a staged implementation process for new fees/levies which would require funding support from Government to support a gradual increase.

This would involve agreeing a plan with Minister Hipkins that would include increased government funding, agreement from teachers to accept an annual CPI increase on fees/levies, and a commitment from the Council to continue with cost-reduction initiatives (such as changes to Disciplinary Tribunal processes and assessing the impact of the online application system).

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

The table below summarises the feedback received from discussions with stakeholders about options and design of the fees/costs/levies consultation between September – October 2021.

	THEME	SUB-THEME
Need to be clear on what the Council is consulting on given that the need for an increase to 2010 fees seems a given from the information provided:		
<ul style="list-style-type: none"> ○ Identify the areas in which feedback is being sought e.g., how best to equitably distribute costs across groups of teachers or sectors, options for user pays, options for different levels of service where they exist, performance standards or expectations 	Finance	Equity Different service levels
<ul style="list-style-type: none"> ○ Providing further detail on the stated amount of inflation since 2010 	Finance	Overall Cost
<ul style="list-style-type: none"> ○ showing where fees go much like the information shared today 	Finance	Cost per function
<ul style="list-style-type: none"> ○ explaining what fees pay and what they do not – what is 'optional' 	Finance	Cost per function
<ul style="list-style-type: none"> ○ sharing the Teaching Council's reason for the increase 	Finance	Sustainability

<ul style="list-style-type: none"> ○ discussing the value proposition of the Teaching Council 	Value Proposition	TC purpose / functions
<ul style="list-style-type: none"> ○ demonstrating relevancy of the Teaching Council as the support and development hub of the profession 	Value proposition	TC purpose / functions
<ul style="list-style-type: none"> ○ stating that The Teaching Council is a link to the profession (the hub) 	Value proposition	TC purpose / functions
<ul style="list-style-type: none"> ○ allowing the profession to see the breakdown of costs specifically the disciplinary costs and consult on users pays 	Finance	Cost per function
<ul style="list-style-type: none"> ○ Levels of service provision where options exist – e.g., \$92k pa spent on an expedited Police vetting service for a 5-day turnaround of vetting requests vs \$0 for the standard 20-day turnaround. 	Finance	Cost per function
<ul style="list-style-type: none"> ○ building relationships with marginalised groups within the profession and those who currently do not need to register allowing them to see the benefit (ECE) 	Value Proposition	TC purpose / functions
<ul style="list-style-type: none"> ○ allowing for some ‘blue sky’ as this will engage recipients and hopefully increase feedback 	Consultation approach	Participation/voice of teachers
<ul style="list-style-type: none"> ● Consideration on Disciplinary Functions which was noted as high-cost area mentioned: 	Conduct function	Cost per function

<ul style="list-style-type: none"> ○ The possibility of giving detail into the costs 	Finance	Cost per function
<ul style="list-style-type: none"> ○ Asking if the Teaching Council has benchmarked its process and fees against other regulatory organisations noting some have a user pays approach and/or costs granted during the process e.g., CAANZ 	Finance	Benchmarking
<ul style="list-style-type: none"> • Support of the two-tier process by attendees also suggested by the Teaching Council with those present noted: 		
<ul style="list-style-type: none"> ○ Broad agreement to this proposed approach. In addition, disseminate the information with suggested medium being: 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> ▪ Scheduled bulletins and newsletters 		
<ul style="list-style-type: none"> ▪ Minimise the use of email and social media 		
<ul style="list-style-type: none"> ▪ Face to face with invites to Teaching Council to attend 		
<ul style="list-style-type: none"> ▪ Webinars 		
<ul style="list-style-type: none"> ▪ Workshops possibly on weekends face to face though online if necessary 		

<ul style="list-style-type: none"> ▪ A possible road show for Teaching Council Executives and Governing Council 		
<ul style="list-style-type: none"> ○ The timeframe (Nov – April) is appreciated due to workloads within the profession 	Consultation approach	Timeline for consultation
<ul style="list-style-type: none"> ○ Consulting on priorities for the strategic plan at the same time as fees and levies makes sense as this shows alignment to costs and function 	Consultation approach	Joined up consultation
<ul style="list-style-type: none"> • Ongoing engagement was supported by those present through their: 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> ○ Scheduled bulletins and newsletters 		
<ul style="list-style-type: none"> ○ Email and social media 		
<ul style="list-style-type: none"> ○ Face to face with invites to Teaching Council to attend 		
<ul style="list-style-type: none"> ○ Leaders of Stakeholder groups attending 		
<ul style="list-style-type: none"> • Other feedback included: 		
<ul style="list-style-type: none"> ○ who will do the functions if the Teaching Council did not exist? 	Value proposition	TC purpose / functions

<ul style="list-style-type: none"> o thanking the Teaching Council for their work in Rauhuia, Professional Growth Cycle, enquiries, and Code of Standards 	Value proposition	TC purpose / functions
<ul style="list-style-type: none"> o consideration by The Teaching Council on different payment options i.e., fortnightly direct credits. 	Finance	Options for fees and levies Payment methods incl. by instalment
<ul style="list-style-type: none"> o the Teaching Council needs to be seen as a 'WE' by the profession not a 'THEM'; - many believe TC is a similar agency to Ministry. Messaging needs to show this. 	Value proposition	TC purpose / functions
<ul style="list-style-type: none"> o thanking Nicola Ngarewa, Chair of the Governing Council and Teaching Council for their apology to the profession in regard to the first consultation. 	Other	
<ul style="list-style-type: none"> o Each sector is different – share information appropriately e.g., ECE, Primary, Secondary. Principals, beginning teachers 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> • Timing of deep dive is not convenient due to the COVID 19 situation i.e., vaccine mandate, secondary students starting back to kura in Auckland and now the Waikato a more appropriate time would be late in November 2021 at the earliest. 	Consultation approach	Timing of consultation
<ul style="list-style-type: none"> • Is the messaging around the need for a fee increase something that the Minister could 	Consultation approach/ Finance	Government role

communicate to the profession as it has been acknowledging by them that there is a shortfall?		
<ul style="list-style-type: none"> Communication with the profession needs to be clear and concise 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> There is a fees increase or a fees increase option for the profession so the best option may be to consult in the timeframe discussed within the presentation. 	Finance	
<ul style="list-style-type: none"> Consultation seems to be an educational practice; to communicate why a fees increase is needed and where fees are spent to the profession. 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> Do the TC need to consult on the level of services as they are statutory functions? 	Consultation approach/Finance	Service levels government role
<ul style="list-style-type: none"> On cost slide possibly deleting the leadership line altogether as it disconnects this from fees in the eyes of the profession. 	Consultation approach	Cost per function
<ul style="list-style-type: none"> How different are we going to engage with Māori - how deep is consultation and engagement – how are we going to understand the things we have heard in prior feedback to ensure we do not make the same mistakes again 	Consultation approach	Te Ao Māori view

<ul style="list-style-type: none"> Always known the process the way teachers are called to the Council has been fraught as it is a colonial model and this has been discussed with Māori leaders and we have looked at this in partnership with Māori to tell us what is needed and to be cognisant of Māori Tikanga. 	<p>Consultation approach</p>	<p>Te Ao Māori view</p>
<ul style="list-style-type: none"> Other thing is if we engage Māori in ways that are Māori is there evidence that it has been heard – in education we ask for opinion but do not evidence that it has been heard – how will the council ensure that they give evidence that it has been heard and added to the voice. 	<p>Consultation approach</p>	<p>Communication with the profession Feedback loop process</p>
<ul style="list-style-type: none"> Roadshow to where the people are as it reduces misinformation and negativity – a single messages that gives clarity. Council members to front this – instead of expecting stakeholders disseminating this information. 	<p>Consultation approach</p>	<p>Communication with the profession</p>
<ul style="list-style-type: none"> Difficulty TC has is the increase requirement – it is a feeling not rational reaction. This is a challenge. There is a message in what you have put forward people need to understand the role of the TC at the moment they see someone reaching in their pocket. Need to share the deficit of cost vs. income. Carefully need to consider it being fair and equitable as not all teachers receive the same pay. People go to social media for their data regardless of 	<p>Finance</p>	<p>Value for money benchmarking actual and reasonable</p>

its validity. The message needs to come to from TC.		
<ul style="list-style-type: none"> Need to go out to each community with bespoke messages that are focused to them. Being able to listen prepared to change the plan based on the feedback received. Sharing an increased cost is never an easy message to share. Being clear and honest is the best way forward. 	Consultation approach	<p>Communication with the profession</p> <p>Tailored to different sectors</p>
<ul style="list-style-type: none"> The profession will ask why there is a deficit? When this happens, people blame the entity, transparency is required. 	Consultation approach/Finance	Cost per function / actual and reasonable
<ul style="list-style-type: none"> It is a good idea to share information and discuss what the MoE funds however it needs to be focused to the individual audience. 	Finance	Government funded v profession funded
<ul style="list-style-type: none"> There has been no discussion on streamlining of functions and staff within the Council itself this needs to be shared with the profession. 	Finance	Cost per function / actual and reasonable
<ul style="list-style-type: none"> Discussion at further hui should note what happens if funding currently provided continues to not cover the expenditures of current functions and who will fund these functions or does any shortfall force the government to fund or consider realignment of functions. 	Finance	Why financial sustainability is important

<ul style="list-style-type: none"> • Certification length and cost with options for payment need to be shared with the profession. 	Finance	Options for fees and levies
<ul style="list-style-type: none"> • Reconnection with the sector needs to occur and an awareness of the language used per audience being address using short snippets not an information overload is suggested. 	Consultation approach	Communication with the profession Clarity of message
<ul style="list-style-type: none"> • Comparisons with other regulatory bodies and how they are funded should be given to the profession so they can see where the Teaching Council sits. 	Finance	Actual and Reasonable benchmarking
<ul style="list-style-type: none"> • It is important that the Teaching Council anchor its role in compliance and registration; their core functions prior to considering the other functions which they must do due to legislation. These core functions are for the well-being of the profession and public. 	Value proposition	TC purpose / functions
<ul style="list-style-type: none"> • Timing is key and not having the consultation at the end of the year is key or having it tied to a January due date. 	Consultation approach	Timeline for consultation
Conduct		
<ul style="list-style-type: none"> • Wording, The TC is concentrating on percentage that is doing things wrong in conduct. Language of conduct. 	Conduct function	Communication with the profession Focus on the positive rather than the negative e.g., 99.5% of teachers never have an issue...

<ul style="list-style-type: none"> Provide analysis for teachers to see the characteristics of those that undergo disciplinary processes (what sector, how experienced). 	Conduct function	Communication with the profession Analytics/data
<ul style="list-style-type: none"> The quality improvements TC are making are really important, even if they cost more. However, there is a limit to the willingness by teachers to pay for this, and we should test with teachers how much of it they think is reasonable to pay. 	Value proposition	Communication with the profession Service levels
<ul style="list-style-type: none"> Conduct costs should not be equally shared across the profession; the government should pay for the costs. 	Conduct function	Government funded v profession funded
<ul style="list-style-type: none"> Given that many discipline incidents are not proven or at a very low level, would not be in favour of teachers personally contributing to the cost of the disciplinary process. In cases where a teacher is found guilty of serious misconduct some thought could be given to recovering some costs. However, given that it is likely in this case that the teacher will lose their teaching position the capacity of the individual to fund disciplinary costs will be limited and could be seen as a double penalty. Not in favour of cost recovery for these reasons. 	Conduct function	Government funded v profession funded Costs shouldn't be borne by those being disciplined
<ul style="list-style-type: none"> The system should continue to operate with teachers funding these costs across the 	Conduct function	Options for fees and levies

<p>profession using teacher levies through registration. Carry on with the current system and ensure that teachers understand the full costs budgeted to this area and the possible shortfall.</p>		
<ul style="list-style-type: none"> Monitoring the conduct and capability of the profession is something we should all care about and contribute to the cost of. We should potentially make this expectation more explicit in the code and standards. Understands there are potentially shared benefits on the conduct issues and that Government could be asked to contribute a portion – but ultimately it is the profession’s responsibility. 	<p>Conduct function</p>	<p>Options for fees and levies Government funded v profession funded</p>
<ul style="list-style-type: none"> The apportionment of costs evenly across teachers is reasonable –the rates we are suggesting covering the shortfall are reasonable – this is just what it costs. 	<p>Conduct function</p>	<p>Equity Options for fees and levies All teachers should fund this, costs seem to be reasonable</p>
<ul style="list-style-type: none"> It is the responsibility of the profession to pay for disciplinary processes – teachers should manage our own profession and uphold our standards. It would be damaging if there was any attempt to apportion the cost of conduct to those parts of the system where data shows conduct issues are more prevalent – that would be very damaging to holistic nature of profession. 	<p>Conduct function</p>	<p>Options for fees and levies Profession responsibility</p>

Registration		
<ul style="list-style-type: none"> Different service levels should be offered to teachers –the passport model that was discussed is likely to make sense to most teachers. In ECE the whole fee is most often paid for by employers – this is likely to continue given the shortage of ECE teachers. 	Registration function	Equity Service levels Cost per function / actual and reasonable
<ul style="list-style-type: none"> Explanation on the slower lower-cost ‘standard service level and a faster high-cost ‘express’ service? This should be clarified more. Example - the principal can go online and see if this person meets the registration subject to police vetting and the standards. 	Registration function	Service levels Cost per function / actual and reasonable
<ul style="list-style-type: none"> As a possible way forward negotiate with the government for a 5–10-year solvency plan for the council based on two parts, the crown accepts that it is going to pay additional money but also kaiako will have to pay additional money over time (incremental costs for kaiako annually) and any money that needs to be topped up should come from the government until the Teaching Profession pays for its own way. 	Finance	Government funded v profession funded Phase in increases using government subsidies until the Council is fully sustainable i.e., fees need to increase; but not the full increase immediately
<ul style="list-style-type: none"> Given the tensions that currently exist with teachers resisting large increases in teacher registration fees I believe the teaching 	Registration function	Service levels Particularly around the turnaround of PC applications

<p>Council should be conservative here and just offer a 'low cost' standard service level. I recall that twenty days was the turnaround of this service and I believe that is more than adequate. A penalty payment could be allocated to late requests to cover the costs of requesting extensions etc.</p>		
<ul style="list-style-type: none"> Ambivalent to offering different levels of service – to reduce cost or to have user pays for fast-track service. 	Registration function	Service levels
<ul style="list-style-type: none"> Have sympathy for beginning teachers and would like to see the initial PC being more affordable for them first time round. 	Finance	Equity Options for fees and levies
Initial Teacher Education		
<ul style="list-style-type: none"> You have not yet adequately clarified the \$44.82 in ITE costs. Our understanding is that ITE is a user-pays model with the universities, and we are uncertain what additional services teachers are paying for. Could you please advise what the \$44.82 is used for? 	ITE function	Actual and reasonable / benchmarking / `better breakdown of costs
<ul style="list-style-type: none"> We should provide information to all teachers about the sector: facts and figures about how many in each sector. Concern is that many school teachers don't think of ECE as teachers and forget that they are registered too. Would like to see some 	Other	Communication with the profession Options for fees and levies Data/analytics

<p>analysis of which teachers are using our services –thinking being that if we can show that not all teachers use some services then they might be better funded on a user pays model.</p>		
<ul style="list-style-type: none"> The ITE costs should not go up, the ministry could increase the funding, or the ministry could fund it separately. 	Finances	Government funded v profession funded
<ul style="list-style-type: none"> Asked about how the ITE fees are made up. Thought there might be some value in doing some benchmarking of the ITE approval costs charged to ITE providers with other sectors. His sense is that our fees are pretty consistent with other profession/faculty processes. 	ITE function	Communication with the profession Benchmarking
<ul style="list-style-type: none"> it would be useful to share the detail about the breakdown ITE fees as this was a question from the PPTA before. 	Finances	
Competence		
<ul style="list-style-type: none"> The factors driving competence are many and varied including deteriorating mental health, inability to cope etc. I believe this is a cost that the teaching profession needs to cover as part of our professional responsibilities. In some cases, many of these staff should not have been fully registered as teachers and do not have the 	Competence	Profession responsibility

necessary gifts and talents nor resilience to succeed. It is a failure of the system and, therefore, a function that the profession needs to fund.		
•		
General		
<ul style="list-style-type: none"> Can't see how the council is going to sell the fees and levies to the profession. 	Finance	Communication with the profession Story hard to sell
<ul style="list-style-type: none"> Putting the profession into an organisation that isn't set up, it isn't reflected in what TC does. What does the other 90% of teachers get as TC not thinking of other ways to reduce the cost? 	Value proposition	Actual and reasonable
<ul style="list-style-type: none"> Deficit what other business consideration is given regarding the value. Unions are providing value. If you can't get the money from government then there is a question. 	Value proposition	Government funded v profession funded
<ul style="list-style-type: none"> There isn't a vision its tunnel vision going forward. 	Value proposition	Communication with the profession
<ul style="list-style-type: none"> Majority of teachers are great teachers. No action in that area of leadership as Principal, whether I would look at it. The world has moved not TC, and the TC hasn't moved on. 	Value proposition	Communication with the profession TC is not reflecting the current world

<ul style="list-style-type: none"> Wonder if there is more thinking needed to go further. Rolls Royce to get from A TO B. Set up in operation of Unions which makes it hard for the TC. 	Value proposition	Options for fees and levies
<ul style="list-style-type: none"> The issues are values 	Values proposition	TC purpose / functions
<ul style="list-style-type: none"> At the stakeholder hui, we were told that the Teaching Council's business model is not aligned with the statutory functions. This approach does not allow for clarity and transparency as teachers try to understand exactly what they are being charged for. Could you please provide information that maps the fees to the Council's statutory functions? 	Finance	Transparency Mapping costs to functions
<ul style="list-style-type: none"> We also raised the issue of transparency in some of the documents you have chosen to share with the sector. Slide 31, Benchmarking Reasonable Costs is a good example of this, as you have chosen to compare the existing fee level, as opposed to your proposed fee. What is the purpose of this comparison? 	Finance	Transparency Actual and reasonable
<ul style="list-style-type: none"> TC communicate we shouldn't frame it as fees and levies as teachers won't understand that – better to say scenario 1, 2, 3 etc, so they know what cost to them might be. We should also ask how much are 	Value proposition	Transparency Actual and reasonable

you prepared to pay and stay in the profession? What is the limit?		
<ul style="list-style-type: none"> Like to see a transparent report then going to Government that brings the teachers voice and helps them to make a decision about their contribution - teachers needs to see that they were listened to. 	Finance	Transparency Government funded v profession funded
<ul style="list-style-type: none"> ECE would like to be a conduit for communicating with their members. They are happy to use their newsletter. 	Consultation approach	Communication with the profession
<ul style="list-style-type: none"> How do we have a kōrero with our Kaiako, that is not overwhelming and allow them the opportunity to give their feedback? 	Consultation approach	Communication with the profession Equity Provide opportunity to give feedback
<ul style="list-style-type: none"> Consultations should start late Jan/Feb. A zoom hui should be held for kaiako and then allow them to watch a video, follow it up with a survey. 	Consultation approach	Communication with the profession Use zoom hui to launch / have a video presentation / use a survey
<ul style="list-style-type: none"> A sliding scale of costs with beginning teachers paying less than teachers who are at the top of the scale would seem to be a possibility. 	Finance	Options for fees and levies Variable fees based on earnings
<ul style="list-style-type: none"> It would be much easier for teachers to pay registration fees fortnightly similar to what they do with their union fees. It is much harder for many staff with families and 	Finance	Options for fees and levies Payment by instalment

<p>living costs to pay a one off \$450 registration fee than it is to pay a \$17 automatic fortnightly fee. I believe that this is much more tenable and achievable.</p>		
<ul style="list-style-type: none"> Believe that once the Teaching Council has set its fees, like any organisation it must have annual CPI adjustments to ensure it remains viable and able to achieve its purpose. This also means that it will need to continually review its operations to make sure it is running and effective and efficient operation and that it maintains its focus on its core roles without teachers funding 'extras'. It will also require clear and transparent reporting to teachers as stakeholders in the system. 	<p>Finance</p>	<p>Options for fees and levies</p> <p>Keep fees up to date so no need for another big increase</p>
<ul style="list-style-type: none"> It is a privilege to enter the profession. Reasonable to say that this is what it costs to be a part of profession. It is a part of the costs of doing business – we all benefitted from the standards that are set. 	<p>Finance</p> <p>Values proposition</p>	<p>Options for fees and levies</p> <p>Teachers are professionals and the fee is reasonable</p>
<ul style="list-style-type: none"> Strongly believes in the proposition of a profession and that every member has obligations to support the education, access, registration, policing of the profession and to pay for that. 	<p>Finance</p> <p>Values proposition</p>	<p>Options for fees and levies</p> <p>Teachers are professionals and the fee is reasonable</p>
<ul style="list-style-type: none"> Would like to see a timeline that is shared for the plan to consult. 	<p>Consultation approach</p>	<p>Timeline for consultation</p>

<ul style="list-style-type: none"> The consultation needs to look different to the last one, that shows we have heard the feedback. 	Consultation approach	<p>Communication with the profession</p> <p>Lessons learnt from previous consultations</p>
<ul style="list-style-type: none"> Don't draw out the consultation if there are no options to do anything other than increase the fee. It is a difficult subject and will create angst for teachers. Best to get on with it. 	Consultation approach	<p>Options for fees and levies</p> <p>Be transparent with what options there are</p>
<ul style="list-style-type: none"> We need to sell the role of a profession – it is about being autonomous and self-determining and not told what to do. 	Value proposition	<p>Communication to the profession</p> <p>Autonomous / independent</p>
<ul style="list-style-type: none"> Deal with the shortfall before adding any frills – keep to the basics of services 	Value proposition	Service levels
<p>Understanding the differences (fees & levies) and knowing where the money goes, should be transparent. When more has to be paid, the less funding we have for partnership. The fees go up for students, which decreases the pathways for career change and other things. There is long term impact.</p>	Finances	Options for fees and levies
<ul style="list-style-type: none"> it would be useful to see what the other professions do. We need to have a look at how it is subsidized. 	Consultation approach	Benchmarking
<ul style="list-style-type: none"> Process around competency should be reviewed. The threshold that things go through to the DT is too low and there 		

<p>should be some triage. Teachers will be disappointed or very angry if there were to have an increase of 120%, even after consultation.</p>		
<ul style="list-style-type: none"> If the TC is not meeting their budget then fees should be increased, and the TC must reduce their spending. Their members want to see both happen. The Tc undertaking Unteach Racism and Tapasā are worthy things, but should that be funded by the ministry and or the Teachers? 	<p>Finances</p>	<p>Options for fees and levies TC purpose and functions</p>
<p>is it legally possible for the registration to be paid fortnightly? Perhaps younger teachers could have a lower rate? As they are starting out and earn less.</p>	<p>Finances</p>	<p>Equity Options for fees and levies</p>
<p>Professional growth cycle, is it a core business for the TC and where does it sit in relation to the Ministry of Education, who needs to be funding that?</p>	<p>Finances</p>	<p>TC purpose and functions Government funded v profession funded</p>
<p>complex problem to solve especially for people entering the profession or people in ECE who earn considerably less, and teachers in relieving positions.</p>	<p>Finances</p>	<p>Equity Options for fees and levies</p>