

# Minutes

MEETING SUBJECT:	Minutes of the Meeting of the Governing Council of the Teaching Council of Aotearoa New Zealand
DATE OF MEETING:	16 June 2022
TIME OF MEETING:	09.02am to 11.35am
VENUE:	Zoom
ATTENDEES:	Nicola Ngarewa (Chair), Elg Anderson, Clair Edgeler, Lorraine Carr, Dagmar Dyck, Mike Rondel, Elg Anderson, Jenny Ritchie, Patrick Walsh (Acting Chair from 11.25am), Clare Wells, Pip Woodward, Friar Wadia, Pat Newman  Lesley Hoskin (CE), Pauline Barnes (DCE – PS), Clive Jones (DCE - OS), Tamahau Rowe (Tātai Heke Māori), Michael Thorn (Manager Policy and Implementation), Julia Tinga (Senior Policy Advisor), Jess Ludgate (Executive Assistant), Sanja Antonijevic (Governance Advisor)
APOLOGIES:	Ripeka Lessels, Dagmar Dyck (09.06-09.40am), Nicola Ngarewa (from 11.25am)

## 1. Opening Remarks and karakia

Out of scope

## 2. Items for Information

### 2.1 Timeline for Publication of the Strategic Plan (verbal recap)

The group:

1. Noted the timeline for finalising the Strategic Plan 2022–2027 to ensure it is published on the website by 30 June 2022.
2. Noted the Strategic Plan will only be published on the website, meeting our obligation under section 483(1) of the Education and Training Act 2020.

### 2.2 Analysis and summary of consultation feedback (verbal recap)

The Council:

1. **Noted** the high-level summary of responses and analysis of feedback
2. **Noted** the recommended changes to the draft text of the strategic plan are presented in the paper for Item 3.

The Council noted and discussed the feedback and the opportunity for the new Governing Council to commence a timely refresh of the Strategic Plan to enable a more extensive public input. The Council

also acknowledged an ongoing requirement for further clarification to the profession of the Teaching Council's roles and responsibilities.

**Action: The Council Communications Committee to lead work on ensuring the Teaching Council's legal mandate and scope of functions are clear and promoted externally, especially with the peak bodies.**

### 3. Items for Approval

#### 3.1 Strategic Plan 2022-2027

The group:

1. **Noted** the recommended changes presented in this paper reflect the more substantive comments raised through consultation feedback
2. **Discussed** and made decisions on the proposed changes to the Strategic Plan 2022–2027 (as per below)
3. **Agreed** that any further final editing following today's meeting be signed off by the Chair and Deputy Chair on behalf of the whole Governing Council
4. **Agreed** to proceed to final proof-reading, design and preparation for publication on the website by 30 June 2022
5. **Agreed** that CE responds and acknowledges feedback from submitters once the final strategic plan is published.

The Governing Council made the following decisions:

#### General matters

Area of concern	Proposed change	Rationale	Agree, amend or disagree
1 Teaching Council should limit its functions to registration, certification and disciplinary matters (raised by [REDACTED])	No change	Our legislation requires Teaching Council to carry out a wider range of functions	Agreed, pending communicating the Teaching Council's functions in a clearer manner (refers to the above action point).
2 Inclusion of tamariki/rangatahi/whānau in place of learner   ākonga: Concern that the inclusion of whānau extends beyond the legislative purpose which refers only to children and young people (raised by [REDACTED])	Remove the word where there is a reference to Council's work, but retain if relevant to teachers' roles	To differentiate between Council's mandated purpose and the broader responsibilities of teaching professionals	Further clarification required on the articulation of the Teaching Council's vision to include 'whanau'; remove from the goals.
3 The statement on "Our profession" should be limited to the mandated functions of the Teaching Council. It is also unusual to refer to the very operational target of "field general enquiries from the profession" in a high-level strategic statement [REDACTED]	Delete the phrase "field general enquiries from the profession" from "Our profession"	The other work of Council referenced in this section relate to Council's functions under the Act. This appears an unnecessary addition	Agreed

## Vision, goals, priorities and service promise

Area of concern	Proposed change	Rationale	Agree, amend or disagree
4 Agree with the sentiment of adding "inclusive" to the goals, but it represents an expansion of the Council's wording outside of the legislated wording [REDACTED]	No change	The legislation refers to "high-quality" teaching, and inclusive is an aspect of quality. It is also an aspect of quality that the Council has decided needs to be more visible. It therefore appears appropriate to retain the term	Agreed
5 A lack of awareness or understanding of the full range of Council's mandated responsibilities (online submissions, [REDACTED] and Advisory Groups)	Amend the Service Promise "Accountability: acting in the public interest" to include "according to our mandated responsibilities"	To raise awareness of Council's mandated functions	Agreed to remove the additional words but noted it was something for the Comms Committee to take-up
6 Service Promise: include disability specifically in Inclusiveness (Advisory Group)	Amend to: Working across diverse teaching and learning communities including disability groups	To make disability clearly visible in this mahi.	Agreed, with a recommendation to use more inclusive wording
7 Many of the submissions reveal a lack of awareness about the mandated functions of Teaching Council   Matatū (including [REDACTED] and some Advisory Group members)	Amend Accountability in Service promise to read: Acting in the public interest and according to our mandated responsibilities	To raise awareness of mandated functions.	Repetition; to be removed
8 Recommend that 'disabled' be added to the "Cultural Competence" section of the Service Promise "...better outcomes for Māori, Pasifika and <i>disabled</i> tamariki and rangatahi" (Advisory Group hui)	Agree	Deaf culture in particular is widely recognised and disabled children face significant barriers and challenges in getting good educational outcomes, and clearly aligns with UN Convention	Agree, with the inclusion of the marginalised groups and equitable outcomes to the Cultural Competence section

## Priority Actions and Activities

Area of concern	Proposed change	Rationale	Agree, amend or disagree	
9	Some of the actions say "Continue to,,," to indicate this is an ongoing rather than new activity, however this is unnecessary and undermines the strength of the action [REDACTED]	Revert to the earlier wording of actions (ie remove "Continue to..") where relevant	Agree that the statements are stronger without the "Continue to.." and reporting against them can be done through the Annual Report.	Agreed
1 0	Replace word "Compliance" with "Competence" in first priority action (Editing suggeston)	Build public confidence in ...the management of competence, conduct or impairment concerns	Reflects the focus on building competence rather than enforcement	Agreed
1 1	Disagree with the statement that the Council will "Expand ways to promote and educate teachers   kaiako on the Code   Ngā Tikanga Matatika to increase awareness and commitment". The Council should not be expanding any of its work [REDACTED]	Replace "Expand" with "Find different ways"	"Expand" in this context does not appear the right term. The Council is not proposing to do more, it is proposing that we keep promoting and become more effective at it.	Agreed to use "Promote and educate ..."
1 2	Disagree with the activity to "Continue to facilitate opportunities for learning across the profession" as Council should not facilitate PLD for teachers. [REDACTED]	Reword this activity to read "Facilitate opportunities to develop understanding across the profession of the Code   Ngā Tikanga Matatika and Standards   Ngā Parewa"	This activity is within the context of setting expectations for professional responsibility and conduct, which is one of Council's core roles. The amendment makes that explicit. ("Continue to" has been removed as per the [REDACTED] suggestion to strengthen the actions)	Agreed
1 3	Disagree with the "Priority Action" stating "Promote collective responsibility for our diverse tamariki / rangatahi / whānau" because this is not part of Council's role [REDACTED]	No change	This action came from broad consultation with the sector in 2016. As above, this appears to be an element of "high-quality teaching" and therefore within Council's mandate. It is also a fundamental principle of the profession, that our purpose is to enable tamariki to be successful and working together to achieve that	Agreed

Area of concern	Proposed change	Rationale	Agree, amend or disagree
1 4 There are no outcomes listed against "Promote collective responsibility for our diverse tamariki / rangatahi / whānau" [REDACTED]	Reinsert the outcome that "Teaching profession takes collective responsibility for equitable outcomes for every tamariki and rangatahi, <i>in accordance with responsibilities the Standards   Ngā Paerewa</i> ".	There was an outcome included in the draft approved by the Council, but that appears to have dropped off the version that was circulated for consultation. It is recommended that the outcome be added back in, but with an addition (in italics) to make the link between equitable outcomes and the Code clear.	Agreed
1 5 The wording of the action "Support the development of pathways for Pacific language teachers   Kaiako seeking to teach in a range of education settings" would be stronger if it simply said "Develop pathways .." [REDACTED]	Agree	This sits within Council's responsibility to establish and maintain standards for qualifications that lead to teacher registration	Agreed, in addition to including a piece on equity in the Teaching Council's newsletter and Chair's Foreword
1 6 Disagree with including "build professional awareness" in the heading "Build professional awareness, participation and capability" as this is beyond the Council's role [REDACTED]	No change	This section includes activities such as ensuring that teachers meet minimum quality standards and sharing research. These are core functions of the Council and cannot be achieved without building awareness.	Agreed
1 7 Disagree with the activity to "Investigate the value of introducing scopes of practice to recognise specific expertise – for example Pacific languages" as this represents an expansion of the Council's role and has funding implications [REDACTED] Advisory Group and some submitters also wanted to see disability specifically added here.	Amend the activity to read "Investigate the value of introducing scopes of practice to ensure fit-for-purpose registration	Amended wording better reflects how use of scopes of practice fits within our statutory functions.  Note also if changes proposed in ETAB2 are adopted then this will broaden Council purpose and mandate in the area of languages.	Agreed
1 8 Disagree with including "establish a framework to set research priorities and commission partners to undertake research" because the Council should not undertake research – this has resource implications and duplication	Amend to "Identify and disseminate best practice in teaching".	The proposed wording is that used in the Act, and better reflects the Council's actual approach to disseminating knowledge.	Disagreed: amend to 'identify research priorities and work with partners to undertake and disseminate research and best practice in teaching.'

Area of concern	Proposed change	Rationale	Agree, amend or disagree
<p>of research is already a problem [REDACTED]</p>			
<p>1 Editing suggestion following 9 on from point above a</p>	<p>Amend to read "Use a range of channels... to share research..to support teaching practice</p>	<p>Conveys better our role as connectors for the purpose of supporting teaching practice</p>	<p>Redundant; to be removed.</p>
<p>1 Disagree with including 9 "Continue to explore b mechanisms to enable teachers   kaiako to connect with each other in a professional and safe environment" as this has cost implications [REDACTED]</p>	<p>Amend to read "Explore mechanisms to enable teachers   Kaiako to effectively participate in professional growth cycles"</p>	<p>This fits within the Council's responsibility to "foster the profession's continued development" and is an important part of that responsibility.</p>	<p>Agreed to use "Promote mechanisms to ..."</p>
<p>2 Disagree with including 0 "Continue to identify topical issues and facilitate targeted conversations, involving teachers   kaiako as knowledge leaders" and the outcome that "teachers   kaiako are part of a professional community" as the Council should not be facilitating PLD [REDACTED]</p>	<p>No change</p>	<p>These fit within the Council's responsibility to "foster the profession's continued development" and are an important part of that responsibility.</p>	<p>Agreed, with removing "Continue to"</p>
<p>2 Editing suggestion around 1 roles in ITE</p>	<p>Separate 2<sup>nd</sup> clause to read "Contribute to broader system design to influence more robust systems that provide support to beginning teachers in the first two years following graduation</p>	<p>More clearly identifies where we have control and where we have influence</p>	<p>Agreed, pending minor amendment</p>

Area of concern	Proposed change	Rationale	Agree, amend or disagree
2 2 Disagree with the need to undertake a review of the Code   Ngā Tikanga Matatika and Standards   Ngā Paerewa as there is no evidence that a review is needed [REDACTED] or that these are still need time to bed in (advisory group hui)	Amend to "Refresh the Code...within the next five years"	Based on the feedback received, it is recommended that an actual review only be undertaken near the end of the five-year span of the plan. At that point the Code   Ngā Tikanga Matatika and Standards   Ngā Paerewa will be 10 years old and will likely need to be refreshed.	Agreed
2 3 Disagree with the section on "Speak with, speak out, and speak up for the profession" as the Council is not the voice of the profession [REDACTED]	No change	Council cannot achieve its mandatory functions without engaging with teachers. This action is also consistent with the Council's functions in relation to "provide direction" and "enhance the status" of teachers.	Agreed
2 4 Disagree with including "Continue to provide targeted professional learning to support using and meeting the Standards   Ngā Paerewa in daily teaching practice, with a focus on developing capability in inclusive education practices" as this is the role of ITE providers [REDACTED]	No change	This fits within the Council's responsibilities to "foster the profession's continued development" and to "identify and disseminate best practice in teaching".	Agreed
2 5 Disagree with including "continue cross-sectoral collaboration to support the development and use of Unteach Racism kaupapa and resources" as the Council should not be delivering professional development [REDACTED]	No change	This fits within the Council's responsibilities to "foster the profession's continued development" and to "identify and disseminate best practice in teaching".	Agreed
2 6 Query why "mana" has been included in the activity "Strengthen the teaching profession's understanding of the role mana plays in teaching and leadership" [REDACTED]	Retain mana and add oranga   wellbeing	The inclusion of "mana" is consistent with the reference to "raising the status of the profession" in the Council's statutory purpose and with the Council's functions in relation to leadership, and reinforce the focus on oranga.	Agreed, with recommendation to use 'hauora'
2 7 The actions "Scan systematically for topical issues" and Continue to develop communication channels to drive discussions within the profession on what is important to teachers	Amend to read: Scan for topical issues and develop feedback loops with the profession.	Recognises the point about feedback loops.	Agreed pending minor rewording

Area of concern	Proposed change	Rationale	Agree, amend or disagree
kaiako" are not sufficient to show Council is actively listening to what matters to teachers and has a feedback loop [REDACTED]			
2 8 Disagree with including "Continue to develop mechanisms to promote the Council   Matatū Aotearoa as the professional body for teachers   kaiako and to engage the profession in our work" because self-promotion should not be part of the strategic goals of the Council [REDACTED]	No change	There is not good understanding of the role and functions of the Council (as demonstrated through the consultation on fees and levies) and it is important to ensure teachers do have a good understanding of those. As noted above, engaging with the profession is also an important part of meeting many of our statutory obligations.	Agreed
2 9 Editing suggestion highlighting that Council   Matatū is an independent body	Amend to "develop mechanisms to promote the Council   Matatū as the independent professional body of all teachers   kaiako and to engage the profession in our work	Asserts our role and reflect our responsibility	Agreed
3 0 The wellbeing statement at the end of the document lists the government's priorities for education. As a semi-autonomous body, the Council's role is not to promote the goals of government [REDACTED]	Delete the statement	While we do not disagree with the statement, it was a late addition to the previous strategy and therefore appears to sit apart. We have instead woven oranga   wellbeing throughout the document	Agreed

A verbal update was provided on the feedback submitted by the Ministry of Education, as it arrived too late to include with the Council meeting papers.

The Council agreed to include an agenda item on the current workload pressure on the profession and hauora of teachers at the next Governing Council's meeting.

The Council acknowledged the effort to collate and summarise the feedback by the Policy team.

#### 4. Meeting close- Karakia

The meeting adjourned at 11.35pm with a karakia.



Next meeting of the Governing Council is scheduled for 30 June 2022 at 7 Waterloo Quay, Wellington and via Zoom.



Signed: \_\_\_\_\_ Dated: 30 June 2022

Nicola Ngarewa  
Chair