

Briefing Notes

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| DATE: | 24 February 2023 | PRIORITY: | High |
| TO: | Minister Jan Tinetti | FILE: | EC - 3043 |
| FROM: | Lesley Hoskin | SECURITY LEVEL: | In Confidence |

Recommendations

It is recommended that the Minister:

- Approves the proposed list of temporary Initial Teacher Education programme changes that can be considered by the Council in emergency situations that emerge during 2023.
- Notes that we will inform the Minister of any use of these emergency measures as soon as practicable after their use.
- Agrees that the list of temporary ITE programme changes would not require further consultation for future emergency situations, as they happen.
- Prior to the next calendar year, the Council will review the policy before consulting with the Minister on any temporary changes for 2024.
- Notes that, following Ministerial agreement, the policy will be finalised and advised to ITE providers.

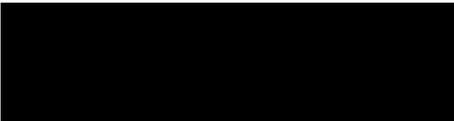
Agree / Disagree


Hon Jan Tinetti
Minister of Education
04/03 / 2023

Proactive Release

Agree that the Teaching Council release this briefing in full once it has been considered by you.

Agree / Disagree


Lesley Hoskin
Tāhūhū Rangapū | Chief Executive
Teaching Council of Aotearoa New Zealand
24/02/2021


Hon Jan Tinetti
Minister of Education
04/03 / 2023

Background

The Education and Training Act 2020 (479(1)(h)) requires the Council to consult with the Minister of Education on any variation to *the ITE Programme Approval, Monitoring and Review Requirements* (ITE Requirements).

The Council used this provision in the early stages of the Covid 19 pandemic and national lockdown, to implement a temporary policy change for professional experience placements (PEP) impacted by the pandemic and national lockdown.

To ensure the Council can respond quickly to any future emergency situations that may impact on the ITE sector, we are proposing to implement an emergency response policy that includes a specified list of temporary programme changes that, if approved by you, would not require consultation for each situation.

Requests for policy changes that sit outside of the “pre-approved” list would go through the Ministerial consultation process outlined in the Act.

Rationale

Our view is that it would be helpful for ITE providers and students if we had the ability to streamline the temporary programme change process in circumstances where a local, regional, or national emergency may impact on ITE programme delivery, and ITE providers need to quickly respond to an uncertain or dynamic environment. We have proposed a specified list of temporary programme changes that the Council could assess and approve during calendar year 2023, without requiring consultation with you as Minister of Education. We have included the items on the list because they are changes that will not fundamentally impact opportunities for student learning over the duration of the ITE programme.

The list of temporary programme changes identified in the policy would then be used in emergency situations that meet the thresholds outlined in the following policy statement, without needing further consultation with you for each programme change.

We note that decisions relating to requests under item 8 would likely require further information and assessment by the Emergency Response Panel.

Risk mitigation

- The policy statement includes definitions of the types of emergencies that may warrant approval for temporary programme changes. As part of the approval process, ITE providers will need to include details of the circumstances that have led to the temporary programme change request.
- The Council’s Governing Council will confirm that the situation facing the ITE provider fits within the definition of a local, regional, or national emergency before a temporary programme change is approved.
- All requests for temporary programme changes will be assessed and approved by Council staff.
- The measures will be reviewed annually to ensure that they remain current. Prior to the next calendar year, the Council will review the policy before consulting with the Minister on any temporary changes for 2024.
- We will inform the Minister of any use of these emergency measures as soon as practicable after their use.

Proposed temporary policy changes for Ministerial pre-approval

The requirements are attached as Appendix 1. The following table outlines the proposed temporary policy changes and references the relevant sections of the ITE requirements that these policy changes would affect:

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| 1. | <i>Notification to move Professional Experience Placements (PEP) to an alternative date.</i> | Refer to ITE requirements 3.1, 3.2 and 3.5 |
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| 2. | <i>Notification of removal of requirement for consecutive block of teaching practice.</i> | Refer to ITE requirements 3.1, 3.2 and 3.5 |
| 3. | <i>Notification of removal of requirement of away teaching block, on the understanding that the opportunity for an away teaching block will be provided at a later date.</i> | Refer to ITE requirements 3.1, 3.2 and 3.5 |
| 4. | <i>Notification of proposed use of a short period of assessed field/school-based experience as substitute for PEP hours.</i> | Refer to ITE requirements 3.1, 3.2 and 3.5 |
| 5. | <i>Notification of removal of mandatory hours for employment based and/or field-based practice</i> | Refer to ITE requirements 3.1, 3.2 and 3.5 |
| 6. | <i>Proposed temporary change to visiting protocols for PEP.</i> | Refer to ITE requirements 3.2 and 3.3 |
| 7. | <i>Notification of change to temporarily provide online delivery for face-to-face components of programmes.</i> | Refer to ITE requirement 3.1 |
| 8. | <i>Requests for alternative PEP or assessments, e.g., micro teaching, simulated teaching, small group teaching, hybrid teaching, online teaching, where an emergency is ongoing and temporary programme changes 1-7 have been implemented.</i> | Refer to ITE requirements 3.1, 3.2, 3.3 and 3.5. This could also impact on ITE requirements 4.1 and 4.3, and assurance that assessment meets expectations would need to be provided. |

Proposed policy statement

Below is the proposed policy which will be supported by a procedures document, outlining criteria for application and the decision-making process.

Purpose of the policy

The purpose of the Initial Teacher Education (ITE) Emergency Response Policy is to outline a set of temporary ITE programme changes that the Teaching Council can implement immediately once a threshold for a local, regional, or national emergency has been reached. This ensures there is a clear and consistent process for ITE providers who wish to make changes to their programme/s due to a local, regional, or national emergency.

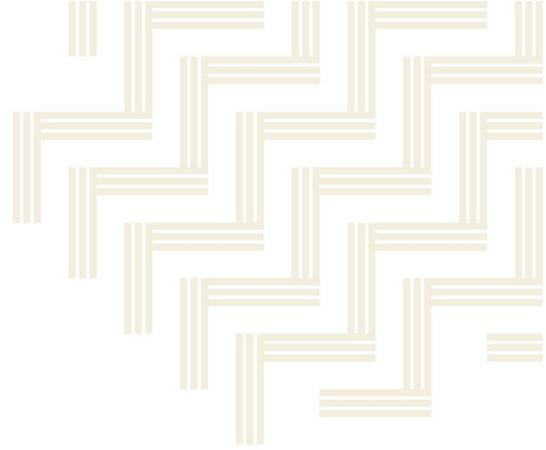
The ITE Emergency Response Policy allows ITE providers to apply for temporary programme changes in a streamlined way, because the Minister of Education (the Minister) has already agreed the specified set of temporary programme changes as not requiring consultation for each emergency. This means the Council can make approval decisions for requests using the specified list much faster and without the need to re-consult on these programme changes with the Minister.

Definition of an emergency

An emergency is defined as “an unforeseen combination of circumstances or the resulting state that calls for immediate action” (Merriam-Webster, 2021).

Examples of local emergencies include, but are not limited to:

- Major fire at the ITE provider’s or partner’s facility
- Terrorist attack at the ITE provider’s or partner’s facility
- Local disruption in water, electric, or natural gas service
- Local chemical spill
- Local road closures
- Civil unrest



Examples of regional emergencies include but are not limited to:

- Earthquake
- Tsunami
- Flooding or other serious weather event
- Major power outage
- Volcanic eruption

Examples of national emergencies include but are not limited to:

- Events noted above for regional emergencies
- Pandemic
- Terrorist attack
- War
- Cyber attack

Local, regional, or national emergencies can result in:

- Student teachers' reduced ability to fulfil their professional experience placement and/or
- Student teachers' reduced ability to complete their study as approved and/or
- ITE providers' reduced ability to teach the programme as approved.

Policy statement

The ITE Emergency Response Policy applies to all ITE providers delivering approved ITE programmes of any duration in Aotearoa New Zealand.

The policy sets out an approved list of temporary policy changes that can be agreed by the Council once a threshold for an emergency has been reached.

As the set of temporary programme changes will not fundamentally change opportunities for student learning over the duration of an ITE programme, and the Minister has agreed this limited set of temporary changes, the Council will not need to consult with the Minister on each ITE provider's temporary changes applications for these items in emergency situations.

Note that requests for alternative Professional Experience Placement (PEP) or assessments, where an emergency situation is ongoing (item 8), and temporary programme changes 1-7 have already been implemented, may be referred to the Emergency Response Panel for consideration and a decision.

Where programme changes in response to an emergency are sought that sit outside the temporary changes agreed by the Minister, the Council will follow the consultation process set out in the Act.

Temporary programme changes not requiring further consultation under this policy

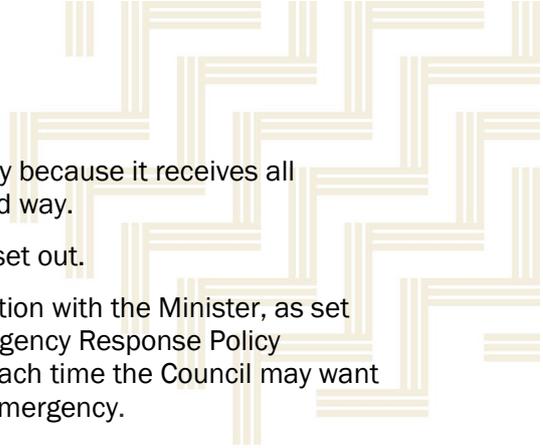
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Implementation of the policy

The Council's Policy and Implementation and Teacher Capability and Collaboration teams are responsible for the ITE Emergency Response Policy. The Teacher Capability and Collaboration team will be primarily responsible for receiving and processing applications under the ITE Emergency Response Policy.

Implementation of the policy is supported by the ITE Emergency Response Process which will ensure that:

- ITE providers know how to assess the impacts of the emergency on their programme/s and know how to apply to the Council for a temporary programme change.

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- The Council can make programme approval decisions more efficiently because it receives all relevant information from the ITE provider in a timely and streamlined way.
 - The process for returning to approved programme delivery is clearly set out.
 - Because changes to the ITE Requirements normally require consultation with the Minister, as set out in the Education and Training Act 2020 (479(1)(h)), the ITE Emergency Response Policy removes the need to re-consult the Minister for the specified items each time the Council may want to approve a temporary change for a programme in response to an emergency.