



## Registration, Practising Certificates and Limited Authority to Teach Policy Review

In 2015 the interim policy for registration was put in place to reflect changes made in the Education Act 1989 while the Education Council was being established. At that time, we said we would review the registration policy when the Education Council was fully operational to make sure it is fit for purpose.

The review follows from the development and launch of the Code of Professional Responsibility (the Code) and the Standards for the Teaching Profession (the Standards) which set the expectations for behaviour and practice in teaching.

The current consultation builds on a long period of engagement with the teaching profession. During 2017 we worked closely with a range of stakeholders from the profession including sector representative organisations and unions, to produce the proposed changes to the registration policy. The key themes for proposals were:

- Leveraging the Code and Standards
- Strengthening bicultural capability
- Introducing more flexibility into the process
- Making sure knowledge is current for beginning and experienced teachers.

We used this feedback to inform the consultation with the wider profession. We promoted the consultation through our website, social media platforms, our newsletter and through direct contact with sector representative organisations.

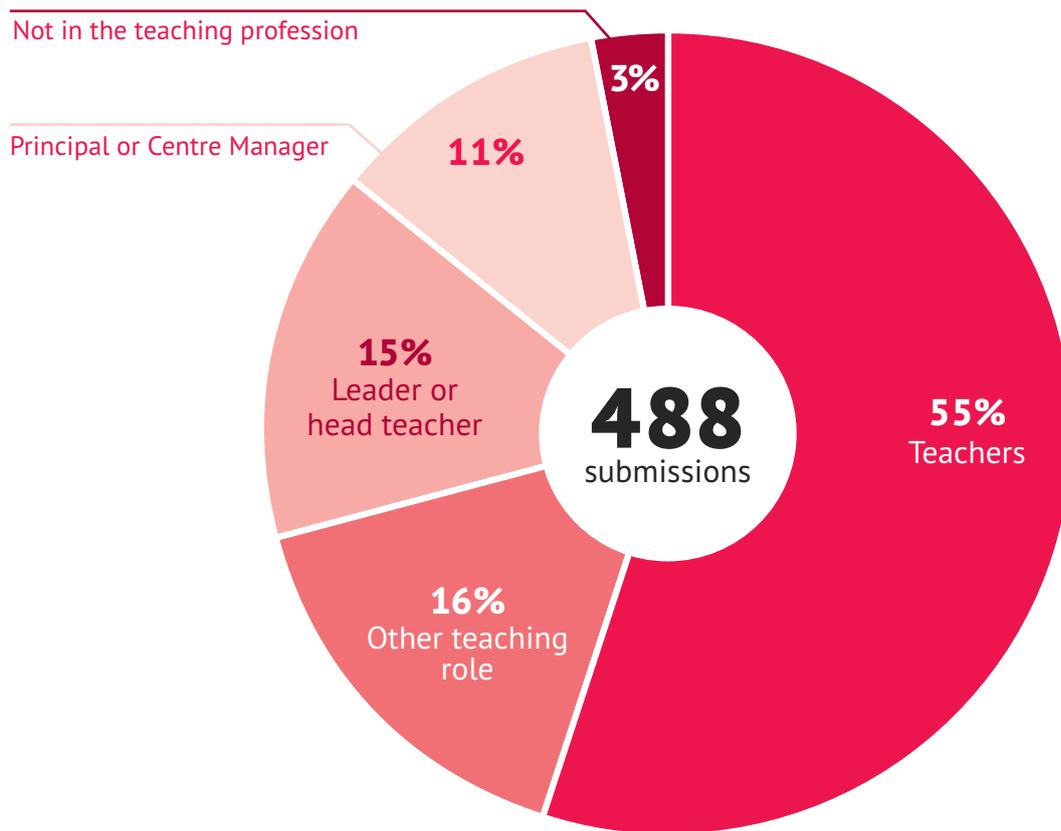
We launched our eight-week consultation with the profession at the end of February 2018. We received 493 online surveys and 11 written submissions. The survey was open to the public and targeted at individual teachers and leaders. The written submission process was targeted at education organisations.

### Who responded

By educational role, the largest group of people who responded to our online surveys were teachers (55%), including those in other teaching roles (16%), and leader or head teachers (15%), followed by principals and centre managers (11%). The survey was also completed by those who were not in the teaching profession (3%).

We received 11 written submissions from a mixture of individuals, principals, early childhood centres or schools providing a collective submission, as well as submissions from various representative bodies.





### What we asked you

Our online survey asked respondents to say how much they agreed with a statement about what the policy could or should do.

### What we heard from you

Overall, we heard that you support the majority of the proposals made in the review. You agreed the proposed changes support the integrity of the teaching profession, and thought they will enable teacher professional responsibility.

You asked us to make sure that relievers and specialists are recognised and remain an active part of the system.

Induction and mentoring need to be sufficient and accessible.

We heard that any tools used to implement change need to be about learning and support and not compliance or assessment. Professional learning and development needs to be sufficient and accessible.



## Proposal One: Leveraging our Code and Standards

### Our Proposal

- Separate process and requirements in applications for registration and practising certificates
- Seamless online processes for registration and first practicing certificates
- Streamline the definition of good character by aligning it with the Code as the accepted set of expected behaviours in our profession
- Online module to help applicants understand the Code
- Explicit separation of the definition of “fit to be a teacher” from the definition of good character.

### What we have heard

There was strong support for the use of the Code of Professional Responsibility for describing good character for teacher registration. We heard that the Code is a comprehensive document, and that the examples in the Code are useful.

We heard that a clearer definition of good character would be helpful.

You told us that declaring a commitment to the Code at registration will help to ensure that all teachers are familiar with the Code and the expectations of conduct and integrity required of the teaching profession in Aotearoa New Zealand.

There was support for the proposed interactive online module to help applicants understand the Code. Some stakeholders expressed concern that the online module would be used to assess teachers, rather than as a learning opportunity.

You told us that you agree that “fit to be a teacher” can be defined as “a person who does not have a physical or mental condition that means they are unable to practise as a teacher”.

Some of you told us that you think that “physical or mental condition” was too broad and a clearer definition would be useful.

Some submissions said that the Education Council has a duty of care regarding issues of inclusivity and diversity. You told us it is important that the “fit to be a teacher” criterion is clearly defined to ensure that inclusive education is promoted, and there are no unintended barriers for disabled teachers.



## Proposal Two: Bicultural Capability

### Our Proposal

- Teachers to signal a commitment to develop capability in te reo me ngā tikanga Māori (language and culture) at registration, the point of entry into the profession
- We proposed this commitment as an opportunity for the profession to show leadership in this area of significance for New Zealand
- We also proposed that progress in te reo me ngā tikanga Māori could be demonstrated at each practising certificate application (new and renewal), and that overseas teachers might need specific support in this area.

### What we have heard

67% of online survey respondents support teachers signalling a commitment, when they first enter the profession, to progress their capability in te reo me ngā tikanga Māori (Māori language and culture) throughout their career.

We also heard that you support teachers demonstrating progress in te reo me ngā tikanga Māori as part of an application for renewal of a practising certificate.

There is support for this commitment being demonstrated in a few ways that we asked about, including a signed statement signalling commitment, completion of a short interactive online module, or self-reflection on the teacher's potential development journey.

We heard that the proposed policy will have a positive impact but there are concerns about the lack of capacity within the sector to support teachers' ongoing development of te reo me ngā tikanga Māori.

We heard that overseas teachers should have 12 months support (while teaching) to gain confidence in te reo me ngā tikanga Māori.

To support progress in building our teaching profession's capability in te reo me ngā tikanga Māori, we asked which tools, resources or opportunities might help. You told us that specific professional learning and development would be most helpful to support this progress as well as other tools, resources or opportunities.

We also received suggestions that Māori tutors or mentors, local iwi input, Wananga courses and visits to local marae would be helpful. We heard that online courses would support this progress and capability in the teaching profession.



## Proposal Three: Flexibility in Certification Processes

### Our Proposal

- Providing more flexibility in decisions for teachers by focusing on the Standards for the Teaching Profession
- Asking for views on the current requirements of two years of induction and mentoring, in a 0.5 FTTE (Full-Time Teaching Equivalent) position for beginning teachers
- Six years for beginning teachers to meet the Standards for the Teaching Profession
- Assessment based on teachers having met the Standards for the Teaching Profession, rather than time-based requirements for subject to confirmation
- Removal of “too part-time or too casual” for full practising certificate renewals.

### What we have heard

85% of online respondents support retaining the two-year mentoring and induction requirement, and 77% support retaining the 0.5 FTTE requirement for beginning teachers to achieve full certification.

We heard that it is very important that mentors are providing effective induction and mentoring and are available to provide support where needed.

Two-thirds of respondents thought we should retain the current teaching service requirements for renewing a provisional practising certificate.

The submissions told us the profession like the increased flexibility we are proposing, rather than strict adherence to time criteria.

We also heard that transitioning to a full practising certificate within six years of completing initial teacher education is the most reasonable length of time for beginning teachers to meet the Standards for the Teaching Profession.

We heard mixed views on whether the current teaching service requirements for renewing a full practising certificate should be retained.

You told us that you agree with a shift away from focusing on whether a role is too part-time or too casual, towards a new emphasis on appraisal for teachers using the Standards for the Teaching Profession for renewing a full practising certificate.

Some asked for a separate practising certificate or recognition status for relievers to acknowledge their experience and skills but that they are not required to deliver the same duties as fully certified teachers.

We were asked how we can recognise those who are not teaching or those who are specialists.



## Proposal Four: Currency of Knowledge

### Our Proposal

- We wanted to know how long an experienced teacher could be out of teaching before they should be required to update their curriculum and pedagogy knowledge before re-entering the profession

### What we have heard

We heard from you that four to six years is the most reasonable length of time for someone to need to update their curriculum and pedagogy knowledge since they have been out of teaching.

You told us that you think online modules, and three to twelve months' mentoring by a senior mentor were good options to help teachers who have been out of teaching to update areas of their practice.

Submissions also supported team teaching, online papers and courses specifically designed to help teachers update their knowledge.

Support is split for using extensions to teach for teachers re-entering the profession, and who did not have any satisfactory recent teaching experience for the renewal of a practising certificate.

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## Proposal Five: Limited Authority to Teach

### Our Proposal

- We proposed that explicit definitions are important in determining the purpose of a Limited Authority to Teach (LAT) and ultimately the length of time that a LAT is granted for. They also provide some rationale on why the skills cannot be met from certificated teachers

### What we have heard

82% of online respondents agree with the following proposed definition of a specialist skill:

A specialist skill is one which requires a high level of expertise in a specific area that is not widely available among certificated teachers, for example, musical instrument instruction, a language or guidance counselling.

69% of online respondents agree with the following proposed definition of skills that are in short supply: "Skills that are in short supply are positions which should be filled by a certificated teacher but for which there are currently no certificated teachers available because of supply issues".

We also heard that LATs for specialist teachers (such as music teachers) should be granted for the full three years (rather than annually).

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## Proposal Six: Subject to Confirmation Practising Certificate

### Our Proposal

- Consultation on the practising certificate name “subject to confirmation”

### What we have heard

We heard from you that there is a desire to change the category name for subject to confirmation. The majority of those who currently hold this certificate type told us that they think the name should be changed.

Some submissions told us that they thought that the name “subject to confirmation” didn’t reflect these teachers’ abilities and experience.

We also received lots of suggestions for alternative names for this practising certificate.

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