

Here’s a summary of the proposed key changes to the policy for teacher registration, practising certificates and limited authority to teach.

Teacher registration

Current policy	Proposed policy	Rationale
Registration and first provisional practising certificate are processed as the same application.	Separate process and requirements for registration.	As per legislation, this allows applicants to be registered as a formal member of the profession without the expectation that they must be teaching. We do know though that mostly applicants will want to teach and they should then note the requirements for making sure their teaching knowledge is current. We’ll also make sure there is a seamless online process for applicants wanting both registration and their first practising certificate. Generally first time applicants for registration are likely meet the criteria for the issue of a provisional practising certificate, if their teacher education was completed within the last six years.
<p>Good character</p> <ul style="list-style-type: none"> • Has had a satisfactory Police vet within the past three years • Displays respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others • Upholds the public and professional reputation of teachers • Promotes and nurtures the safety of learners within his or her care • Is reliable and trustworthy in carrying out duties • Is mentally and physically fit to carry out the teaching role safely and satisfactorily • Other matters that the Education Council may consider relevant. 	<p>The applicant is likely to meet the expectations in the Code of Professional Responsibility; the applicant declares a commitment to the Code.</p> <p>Satisfactory police vet within the past three years.</p> <p>Proposal to introduce an interactive online module to help applicants understand the Code.</p>	Streamlines the definition of good character by aligning it with the Code of Professional Responsibility launched in 2017, as the accepted set of expected behaviours in our profession.



Teacher registration

Current policy	Proposed policy	Rationale
<p>Fit to be a teacher</p> <ul style="list-style-type: none"> As above for good character 	<p>The applicant is capable of carrying out the responsibilities of teaching, specifically:</p> <ul style="list-style-type: none"> is able to communicate in and comprehend English and/or te reo Māori does not have a physical or mental condition that means the applicant is unable to practice as a teacher (in compliance with the Human Rights Act 1993) 	<p>Explicit separation of the definition of fit to be a teacher from the definition of good character. This is particularly important if a teacher is not currently fit to be a teacher but who still may be considered of good character.</p>
<p>[Though not explicit in current policy, there is the requirement to be satisfactorily trained to teach which requires demonstration of having met the Graduating Teacher Standards or equivalent].</p>	<p>Signalling a commitment to develop capability in te reo me ngā tikanga Māori (language and culture) at registration which is the point of entry into the profession.</p> <p>(Consulting on how this commitment might be demonstrated).</p>	<p>It's acknowledged the profession has pledged to demonstrate a commitment to tangata whenuatanga and bicultural partnership and practice through the Standards for the Teaching Profession. Sector stakeholders have told us that those wishing to enter the profession should explicitly signal their professional and personal responsibility to Māori learners as one of the ways to address disparities in educational outcomes for Māori. This is an opportunity for the profession to show leadership in this area of significance for New Zealand.</p>



First provisional practising certificate

Current policy	Proposed policy	Rationale
<p>Explicit assessment of “good character and fit to be a teacher”.</p>	<p>Commitment to professionalism</p> <p>Declared by the applicant:</p> <ul style="list-style-type: none"> • they have the ability to meet the Standards for the Teaching Profession and abide by the Code of Professional Responsibility and • if they are currently under investigation for any matter that will impede their ability to meet the expectations of the Code and Standards. 	<p>Under legislation, good character and fit to be a teacher are assessed at registration only. A commitment to professionalism asks teachers to signal an ongoing commitment to the Code and Standards and specifically their ability to meet the expectations of particular behaviours and practice, and to signal if there are any concerns that might prevent this. This will help support safety and integrity in our profession.</p> <p>By law all teachers, and those with limited authority to teach, are bound by the Code.</p>
<p>The teacher’s professional knowledge and practice is up to date - the teacher has either completed their teacher education in the last six years or they have gained teacher registration in the last six years.</p>	<p>Likely to meet the Standards for the Teaching Profession, with support - the teacher’s teacher education has been completed within the last six years.</p>	<p>Clearly ties knowledge and currency of knowledge to the Standards for the Teaching Profession which were launched in 2017 to describe the expectations of effective teaching practice.</p> <p>Removes the potential for a teacher to have 12 years to transition from a provisional to full practising certificate. Teachers will have six years to transition to full before they will be required to undertake a Teacher Education Refresh programme.</p>



Renewal of provisional practising certificate

Current policy	Proposed policy	Rationale
<p>Satisfactory recent teaching experience - within the last three years the teacher has completed:</p> <ul style="list-style-type: none"> • six weeks of full time continuous teaching employment in the general education system; or • 80 days of teaching employment in the general education system (including day relief); or • three months of full time teaching employment in an educational institute recognised by the Education Council. 	<p>Satisfactory recent teaching experience - within the previous five years the teacher has completed two years of uninterrupted teaching employment in a teaching position or positions in the general education system or in a position or positions equivalent to a teaching position in an educational institute in New Zealand approved by the Education Council.</p> <p>For teachers who do not meet the requirements, the assessment will be based on whether the teacher is likely to be able to meet the Standards for the Teaching Profession, with support. Particular weight will be given to evidence that the applicant has been appraised and is making good progress towards a full practising certificate, even if they do not meet the requirement for two years of uninterrupted employment.</p>	<p>Provides the overarching intentions of the Education Act (two years of employment in the last five years) and removes additional time-bound requirements of current policy to:</p> <ul style="list-style-type: none"> • focus the assessment on whether a teacher has been engaged in appraisal using the Standards for the Teaching Profession (some teaching is required for appraisal) • strengthen the professional leader's responsibility for making that judgement, providing more flexibility in the system.
<p>Explicit assessment of "good character and fit to be a teacher"</p>	<p>Commitment to professionalism - as above under provisional practising certificate.</p>	
<p>Likely to meet the Practising Teacher Criteria</p>	<p>Demonstrates ongoing development of te reo me ngā tikanga Māori (for assessment of all Standards for the Teaching Profession which have replaced the Practising Teacher Criteria, see 'satisfactory recent teaching experience' requirement above).</p> <p>For overseas teachers, explicit requirement of 12 months teaching employment involving specific professional learning for te reo me ngā tikanga Māori.</p>	<p>Through the appraisal process, professional leaders make the determination of whether the teacher is likely to meet the Standards for the Teaching Profession.</p> <p>This explicit commitment to the ongoing development for the Standard demonstrate commitment to tangata whenuatanga and bicultural partnership and practice in Aotearoa New Zealand is to assist the profession to lift capability and address disparities in educational outcomes for Māori.</p> <p>We recognise there are varying levels of capability in te reo me ngā tikanga Māori, and we need to support each teacher's commitment and ongoing development.</p> <p>We also recognise that teachers educated overseas are most likely to require targeted support to bring their knowledge in-line with that of New Zealand educated teachers.</p>



Full practising certificate (first from provisional or transition from subject to confirmation)

Current policy	Proposed policy	Rationale
<p>Meaningfully assessed using the Practising Teacher Criteria</p> <ul style="list-style-type: none"> For provisionally certificated teachers = two year induction and mentoring programme in a position of at least 0.5 full time teaching equivalent completed within the last five years For subject to confirmation certificated teachers = one year of teaching employment completed in the last three years 	<p>Meets the Standards for the Teaching Profession</p> <ul style="list-style-type: none"> *the provisionally certificated teacher has completed the two-year induction and mentoring programme in a position of at least 0.5 full-time teaching equivalent (FTTE) and has been appraised as having met all six Standards, and is recommended for a full practising certificate the New Zealand educated teacher certificated subject to confirmation has been appraised as having met all six Standards, and is recommended for a full practising certificate (no minimum time a teacher must remain subject to confirmation) the overseas educated teacher who's first practising certificate in New Zealand was subject to confirmation, has completed at least 12 months teaching employment on a subject to confirmation practising certificate with specified professional learning for te reo me ngā tikanga Māori <p>*For teachers who do not meet the requirements, the assessment will be based on whether the teacher has met the Standards for the Teaching Profession. Particular weight will be given to evidence that the applicant has been appraised as meeting all six Standards, even if they do not meet the requirement for a position of 0.5 FTTE for provisional teachers (they may have been employed for three years in positions of 0.4 for example).</p>	<p>The profession has asked for a more flexible system. In removing the teaching-time requirements for teachers who are subject to confirmation, the focus is on the assessment of whether a teacher has been engaged in appraisal using the Standards for the Teaching Profession (some teaching is required for appraisal).</p> <p>The profession has told us that beginning teachers need time-bound parameters as part of their induction so that they have time to build their knowledge and confidence as professionals. While we are not proposing to remove the 0.5 FTTE position over a minimum of two years for induction and mentoring, because this will be considered as part of the second phase of our Future-focused Initial Teacher Education work programme, we are asking the wider profession for their views on whether it should change.</p> <p>Some teachers educated overseas are assessed as having sufficient teacher education and experience to be granted a subject to confirmation practising certificate at their first application for a practising certificate (rather than starting as provisional). We recognise that these teachers are most likely to require targeted support to bring their knowledge in-line with New Zealand educated teachers.</p>
<p>Likely to meet the Practising Teacher Criteria</p>	<p>Demonstrates ongoing development of te reo me ngā tikanga Māori - as above under provisional practising certificate renewal.</p>	
<p>Explicit assessment of “good character and fit to be a teacher”.</p>	<p>Commitment to professionalism - as above under provisional practising certificate.</p>	



Renewal of full practising certificate

Current policy	Proposed policy	Rationale
<p>Satisfactory recent teaching experience.</p> <p>Within the previous five years the teacher has completed two years of uninterrupted teaching employment in a teaching position or positions in the general education system or in a position or positions equivalent to a teaching position in an educational institute in New Zealand approved by the Education Council. This is:</p> <ul style="list-style-type: none"> two years of teaching completed within the last five years (not less than 72 weeks in blocks of six consecutive weeks or more) or one year of teaching within the last three years (not less than 36 weeks completed in blocks of six consecutive weeks or more) 	<p>Satisfactory recent teaching experience.</p> <p>Retains the same teaching-time parameters but removes the concept of “too-part time or too casual” where a teaching position is deemed insufficient for a professional leader to appraise the teacher using the Standards for the Teaching Profession.</p> <p>For teachers who do not meet the requirements, the assessment will be based on whether the teacher has met the Standards for the Teaching Profession. Particular weight will be given to evidence that the applicant has been involved in ongoing appraisal and appraised as having met all six Standards, even if they do not meet the requirement for two years of uninterrupted employment.</p>	<p>The profession has told us that it’s important to retain the length of teaching time requirements but without any requirements for hours of teaching or role size. The view is that length of teaching provides a sustained period for a teacher to demonstrate their capability for a full practising certificate. The removal of “too part time - too casual” puts the emphasis on all teachers having access to appraisal and focusing on the Standards for the Teaching Profession.</p>
<p>Explicit assessment of “good character and fit to be a teacher”.</p>	<p>Commitment to professionalism - as above under provisional practising certificate.</p>	
<p>Likely to meet the Practising Teacher Criteria.</p>	<p>Demonstrates ongoing development of te reo me ngā tikanga Māori - as above under renewal of provisional practising certificate.</p>	



Subject to confirmation practising certificate

Current policy	Proposed policy	Rationale
Is an experienced teacher.	<p>Likely to meet the Standards for the Teaching Profession - the applicant has previously held a full practising certificate in New Zealand or the teacher educated overseas has been assessed as sufficiently experienced from their package of qualifications and experience.</p> <p>Demonstrates ongoing development of te reo me ngā tikanga Māori - as per provisional practising certificate renewal.</p>	Subject to confirmation will remain a practising certificate for teachers who are experienced but who have not recently held teaching positions to demonstrate they meet all six Standards for the Teaching Profession.
Explicit assessment of “good character and fit to be a teacher”.	Commitment to professionalism - as above under provisional practising certificate.	
Practising certificate category name “subject to confirmation”.	Opportunity to change the name of this practising certificate type.	We have heard that some teachers would like to change the name of this category. It is important that the category name reflects the purpose of the category, that is one for teachers who have not been employed in a position to demonstrate meeting all six Standards for the Teaching Profession.



Renewal of subject to confirmation practising certificate

Current policy	Proposed policy	Rationale
<p>Satisfactory recent teaching experience.</p> <ul style="list-style-type: none"> • six weeks of full time continuous teaching employment in the general education system; or • 80 days of teaching employment in the general education system (including day relief); or • three months of full time teaching employment in an educational institute recognised by the Education Council. <p>And</p> <ul style="list-style-type: none"> • the requirement for a 'return to practice' plan for teachers who have not completed any teaching employment in the last five years and who are or who will become subject to confirmation. A plan may also be required from teachers who have completed minimal teaching. 	<p>Satisfactory recent teaching experience.</p> <p>*Within the previous five years the teacher has completed two years of uninterrupted teaching employment in a teaching position or positions in the general education system or in a position or positions equivalent to a teaching position in an educational institute in New Zealand approved by the Education Council.</p> <p>For teachers with no recent teaching experience and appraisal, return to teaching support arrangements will be required. Teachers will be issued with an extension to teach to allow them to be employed and complete some teaching to meet the statutory requirements (recent teaching experience, professional development).</p> <p>Teachers who are then endorsed by their professional leader as having done some teaching, evidenced by appraisal using the Standards for the Teaching Profession, will be able to renew their subject to confirmation practising certificate, if other requirements are met.</p> <p>*For teachers who do not meet the requirements, the assessment will be based on whether the teacher is likely to be able to meet the Standards for the Teaching Profession. Particular weight will be given to evidence that the applicant has been appraised using the Standards for the Teaching Profession, even if they do not meet the requirement for two years of uninterrupted employment.</p>	<p>We can help teachers who are renewing their subject to confirmation practising certificate, and who have not had any teaching and appraisal in the last five years, by providing them with an extension to teach. These teachers would undertake some return-to-teaching support to update their knowledge, during which time they would be completing some teaching and some appraisal, to be eligible for a renewed subject to confirmation practising certificate.</p> <p>The profession has asked for a more flexible system. In removing the current policy teaching time requirements for teachers who are subject to confirmation, the focus is on the assessment of whether a teacher has been engaged in appraisal using the Standards for the Teaching Profession (some teaching is required for appraisal). This is what the Education Council will consider in its assessment of teachers not meeting the statutory requirements, and the specific recognition of the intent of a subject to confirmation practising certificate.</p>
<p>Likely to meet the Practising Teacher Criteria.</p>	<p>Demonstrates ongoing development of te reo me ngā tikanga Māori - as per provisional practising certificate.</p>	
<p>Explicit assessment of "good character and fit to be a teacher".</p>	<p>Commitment to professionalism - as per renewal of provisional practising certificate.</p>	



Limited authority to teach

Current policy	Proposed policy	Rationale
Specialist skills - Skills and experience appropriate to advancing the learning of students or a group of students.	Skills and experience appropriate to advancing the learning of students or a group of students - 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. Some specialist skills may, over time, become a core skill for certificated teachers and so a LAT would not be issued.	An explicit definition is important in determining the purpose of the LAT and ultimately the length of time the LAT is granted for. It also provides some rationale on why the skills cannot be met from certificated teachers.
Short supply - skills in an area where there is a shortage of certificated teachers.	Skills that are in short supply - these are positions which should be filled by a certificated teacher but for which there are currently no certificated teachers available because of supply issues.	
<p>Good character and fit to hold a limited authority to teach</p> <ul style="list-style-type: none"> • satisfactory police vet • has the qualities and attributes that mean they are likely to uphold the public and professional reputation of New Zealand teachers and promote the safety of ākongā • does not have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily . 	<p>Good character - is likely to be able to meet the expectations in the Code of Professional Responsibility.</p> <p>Satisfactory police vet.</p>	Aligns the definition of good character with the Code of Professional Responsibility launched last year. All holders of an authority to teach are statutorily bound by the Code.
As above	<p>Fit to hold a limited authority to teach - the teacher is capable of carrying out the responsibilities of teaching, specifically:</p> <ul style="list-style-type: none"> • is able to communicate in and comprehend English and/or te reo Māori • does not have a physical or mental condition that means the applicant is unable to practice as a teacher (in compliance with the Human Rights Act 1993) 	Explicitly separates the definition of good character from fit to hold a limited authority to teach.
[not in current policy]	Commitment to develop capability in te reo me ngā tikanga Māori.	Aligns with the intentions of building capability of teachers for the best outcomes for learners.

A LAT will be granted for the appropriate length, commencing from the day the LAT is approved by the Education Council. LATs for specialist positions are more likely to be granted for three years at each application. Short supply LATs will be granted for the time needed to manage the supply issue.

