



Briefing Note: Meeting with the Teaching Council February 2023

To:	Hon Jan Tinetti, Minister of Education		
Date:	9 February 2023	Priority:	Medium
Security Level:	In Confidence	METIS No:	1303427
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of paper

This paper provides information to support your upcoming meeting with the Teaching Council of Aotearoa (the Teaching Council).

Summary

- You are meeting with the Teaching Council on Thursday 16 February 2023. You will be meeting with the Chief Executive Lesley Hoskin, the Deputy Chief Executive Pauline Barnes and the Chair of the Governing Council, Robyn Baker ONZM.
- The Teaching Council has indicated it would like to discuss:
 - Teaching Council fees and levy;
 - New strategic plan 2022 – 2027;
 - Review of the conduct and competency space including review of the Teaching Council Rules 2016;
 - Rauhuia | Leadership Space;
 - Professional Growth Cycle.
- We understand the Council is preparing a Briefing for the Incoming Minister (BIM) and intends to discuss that with you in the coming weeks. It is likely that their BIM will cover some of the same topics that are on the agenda for this meeting.

Proactive Release

Agree that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree

hauy

9(2)(a) [REDACTED]
Group Manager
Te Pou Kaupapahere
09/02/2023

Hon Jan Tinetti
Minister of Education
____/____/____

The Teaching Council

1. The Teaching Council is a teacher-led regulatory and professional organisation. The Council's purpose as a professional body is to ensure safe and high-quality leadership, teaching and learning for all tamariki and rangatahi in early childhood, primary and secondary schooling. It is governed by a Council made up of 13 Councillors. Seven Councillors are elected by teachers and six are appointed by the Minister of Education.
2. The Chief Executive of the Teaching Council is Lesley Hoskin. Prior to the Teaching Council, Lesley held senior roles within the education sector, including Associate Deputy Secretary Student Achievement at the Ministry of Education and leading the teacher payroll recovery project as Associate Deputy Secretary Novopay. Lesley has a Diploma in Te Reo Māori, a Master's in Public Sector Management, and a Postgraduate Diploma in Management and Leadership from Oxford University.
3. The Deputy Chief Executive of the Teaching Council is Pauline Barnes. Prior to joining the Council, Pauline held senior roles in the Ministry of Education, Tertiary Education Commission and KPMG. She also co-led a humanitarian foundation in Romania working in educational and community development projects and held a number of other roles as a management and financial consultant. Pauline has a Bachelor of Commerce and Administration, is a Certified Practising Accountant (CPA) and holds a Master's of Education (her thesis was on Teacher Standards and Professionalism).
4. The Chair of the Governing Council is Robyn Baker (ONZM). Before joining the Council, Robyn was a secondary teacher and then a tertiary lecturer and manager between 1984 and 2000. Robyn was the Chief Executive of the New Zealand Council for Education Research until 2014, and since 2016 has been the Chair of the New Zealand National Commission for the United Nations Educational Scientific and Cultural Organisation (UNESCO). Robyn has worked across the education sector, including coordinating the development of the Leadership Strategy for the Teaching Council, chairing the selection and monitoring panel for the Teacher-led Innovation Fund, contributing to curriculum development initiatives within the Ministry of Education and acting as Programme Director for the Curriculum Enhancement Programme at the University of Waikato. Robyn was recognised for her services to education in the 2015 New Year Honours list, becoming an Officer of the New Zealand Order of Merit (ONZM).

Teaching Council fee and levy cost and Government funding of the Council

5. To teach in New Zealand, a teacher must be registered and hold a current practising certificate for which the Council charges a fee, and a recently introduced levy, to cover the Council's operating costs.
6. The cost of a three-year practicing certificate is currently \$464.37. The fee and levy for a Limited Authority to Teach (LAT) is \$353.87 for three years. These fees and levies took effect from Monday 11 July 2022, following an extensive consultation process.
7. Since the fee increase, teachers have continued to voice concerns about the cost of certification.
8. Historically some teachers' collective agreements included provision for the registration and certification fee to be paid by employers, however this provision was removed by agreement in subsequent negotiations. Where a kindergarten, school, or kura wants to offer teachers different employment terms or conditions from what is in their collective agreement, they must seek Ministry of Education approval via concurrence. Concurrence has not been approved for the purpose of paying teachers' professional

registration fees. Aside from kindergartens, which are state-funded, early learning centres are private employers so could pay teacher registration and certification as their staff are not covered by these collective agreements. Apart from these exceptions, teachers are expected to pay their own fees for attaining and maintaining their practicing certificates.

New strategic plan 2022 - 2027

9. The Teaching Council announced its new strategic plan *Our path to the future: Strategic Plan 2022 – 2027* in June 2022. The new plan is an update of the previous strategic plan published in 2019. The vision in the 2022-2027 strategic plan is to maximise the success of all tamariki and rangatahi through highly effective leadership and teaching. The Council aims to achieve this vision through four goals and five priorities.
10. The strategic plan goals are:
 - a. Collective responsibility for the learner | ākonga journey and equitable outcomes for tamariki and rangatahi.
 - b. Consistent, high-quality, inclusive teaching and leadership within and across diverse learning environments.
 - c. Every teacher | kaiako and leader embraces improvement, innovation, and change.
 - d. Champion the role of teachers | kaiako as professionals working in a profession.
11. The strategic plan priorities are:
 - a. Strengthen and promote a self-managing profession.
 - b. Build professional awareness, participation, and capability.
 - c. Enable leadership of a coherent, high-performing, inclusive education system.
 - d. Speak with, and work with the profession.
 - e. Enhance our organisation's efficiency and effectiveness.
12. Te Whare o Te Matatū — the house of the teaching profession - sits alongside the Strategic Plan. The whare represents the place for all members of the teaching profession to share, learn, support, and strengthen their individual and collective skills.

Ministry comments on the Strategic Plan 2022 – 2027

13. The Ministry provided feedback on the draft version of the strategic plan in June last year and the Ministry is supportive of the goals and priorities outlined in the plan. We see continued improvement in the Council's core functions of registration, certification and issuing of authorities, and management of competence and conduct complaints as a key opportunity for the Council to build the value it offers to the teaching profession.
14. As part of our feedback, we suggested that the Council could align this plan with relevant Ministry work programmes, in particular, the Gazetting of Te Whāriki and development of practice and progress tools for early learning, the refresh of The New Zealand Curriculum, the redesign of Te Marautanga o Aotearoa, the Literacy & Communication and Maths Strategy, Hei Raukura Mō te Mokopuna, and changes to NCEA. The strategic plan has scope for these changes to be included under the priority *Build professional awareness, participation, and capability*.
15. In 2021 the Council attended the Ending Streaming National Leaders Group hui, called by Tokona Te Raki on behalf of Iwi Chairs and the Ministry of Education. There is an

opportunity for the Council to make a commitment to ending streaming and fixed ability grouping practices as part of its future strategic planning.

Review of the Council's conduct and competency processes

16. The Council's disciplinary functions are a key element of its role to set and uphold standards for the teaching profession. The Council has three bodies that examine and make findings on matters of conduct and competence that are brought to its attention: The Complaints Assessment Committee (CAC), the Disciplinary Tribunal (DT), and the Competence Authority.
17. The CAC, and Competence Authority are made up of one lay person and two to three registered teachers. The DT is made up of experienced teachers With the Chairperson an experienced lawyer.

Review of Teaching Council Rules 2016

18. In August 2022, the Education and Training Act was amended to make the Council's Conduct and Competence processes more efficient and effective.
19. The DT had been intended to deal with the most serious misconduct matters, but was dealing with many less serious matters, due to the threshold for cases being referred to the DT. This meant it was taking too long to reach an outcome. The changes aim to enable the Complaints Assessment Committee to take on more cases, leaving the DT to handle the more serious cases. The CAC was given power to impose more significant sanctions, reflecting that it would be handling more serious misconduct cases.
20. The amendments allow time for the Council to publish new Rules to support the operation of the amended disciplinary processes, before the amendments take effect. The new Rules need to be reviewed, consulted on and published in the *Gazette* and will take effect from 29 July 2023.
21. Between November 2022 and February 2023, the Council consulted the profession about changes to the Rules to improve efficiencies within their disciplinary processes, improve natural justice for Kaiako | teachers, and better respect the mana of all persons involved in the processes. The Teaching Council may wish to update you on feedback from the consultation and how work on the Rule changes is progressing.

Rauhuia | Leadership Space

22. In response to the review of Tomorrow's Schools, the Government agreed to establish a Leadership Centre, to help strengthen principal leadership of the schooling system. In November 2019 Cabinet invited the Council to establish a leadership centre [CAB-19-MIN-0578.01], and the Council began work on Rauhuia – the leadership space.
23. Amendments to the Education and Training Act 2022 require the Council to seek approval from the Minister of Education on undertaking its optional leadership functions, with the Government providing separate funding to enable that work to be undertaken. This reflects the fact that the Council's optional leadership functions may not be funded by certification fees. Accordingly, Rauhuia | Leadership Space is fully funded by the Government.
24. The Government has committed \$500,000 per annum ongoing until further notice to support the Council's leadership activities in relation to Rauhuia (METIS 1279029). This includes:
 - a. 9(2)(f)(iv)

b. 9(2)(f)(iv) .

25. The funding agreement with the Teaching Council as agreed via METIS 1279029 will run until 30 September 2025. The agreement will support the Council to continue the development of its online Rauhuia offering, to disseminate effective leadership practices identified within the profession and to review progress against its Leadership Strategy.
26. Ministry officials met with the Council in November 2022 to discuss the Council's scoping report for each year of the agreement. A status report is due by the end of September this year. The Ministry and the Council have also agreed to hold a strategic planning meeting to discuss respective aspirations for leadership initiatives across the sector. We expect this meeting to take place in the second quarter this year.
27. The Council conceptualises Rauhuia as a leadership space for the whole profession, grounded in Te Tiriti and ngā uara (the values of the teaching profession): whakamana, manaakitanga, pono, whanaungatanga. It aims to enable all teachers, regardless of their role or setting, to develop their own leadership capability so that the teaching profession can achieve educational equity and excellence for all children and young people in Aotearoa New Zealand.
28. Rauhuia aspires to honour Te Tiriti and te ao Māori-based concepts of leadership and seeks to empower people to lead for a different future that focuses on equity.

Learning and Measurement Framework for Rauhuia

29. Sitting within Rauhuia is Rautaki Kaihautū | Leadership Strategy. This framework supports the growth and development of the leadership capability of teachers, to achieve educational equity and excellence.
30. One of the next steps for the Teaching Council within this space is to create a specific framework which has been tentatively called a "Learning and Measurement Framework". This framework is intended to define what can be measured to demonstrate progress, and how the Teaching Council can improve educational leadership.

Other Relevant Information

31. We understand the Council is preparing a Briefing for the Incoming Minister (BIM) for you and intend to discuss that with you in the coming weeks. It is likely that their BIM will cover some of the same topics that are on the agenda for this meeting.

Annexes

Annex 1: Teaching Council Strategic Plan 2022 – 2027