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NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

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Itinerant Teachers of Music

**Guidelines for school leaders,
HODs of Music and ITMs**

Revised Edition, May 2017

These guidelines have been prepared by PPTA to assist schools and ITMs themselves to work their way through a range of issues:

- Being issued with and maintaining a full practising certificate as a teacher
- Gaining a Limited Authority to Teach
- Appraisal and attestation
- Professional development
- Employment, e.g. advertising, letters of appointment, collective agreement coverage, etc.

The original version of these guidelines was developed by a group consisting of ITMs, Music HODs, school leaders and PPTA staff. The registration aspects were checked by the Manager, Registration of the Teachers Council, Jenny Thomas, for accuracy. This revised edition takes into account the 2015 amendments to the Education Act which introduced the Education Council and made some significant changes to the registration framework.

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Abbreviations

STCA: Secondary Teachers' Collective Agreement
ASTCA: Area School Teachers' Collective Agreement
ITM: Itinerant Teacher of Music
IVT: Instrumental and Vocal Tuition/Tutor
FTTE: Full Time Teacher Equivalent
PCT: Provisionally Certificated Teacher
PTC: Practising Teacher Criteria (formerly known as RTC, Registered Teacher Criteria)
LAT: Limited Authority to Teach

Table Of Contents

1. Background	4
2. Staffing for ITM positions	4
3. Resourcing for equipment and materials	5
4. Employment	6
Advertising of vacancies	6
Appointments	6
Tenure	7
Collective agreement coverage	7
Leave	8
Non-contact provisions	9
General	9
5. Professional responsibilities of the teaching profession	11
Appraisal	11
Attestation for salary increments	12
Professional learning and development (PLD)	12
6. Registration, certification and authorisation	14
Maintaining a full practising certificate	14
Subject to Confirmation certification	14
Being issued with full certification	15
Collecting evidence for certification purposes	16
Limited Authorities to Teach	17
Links, references	19
Appendix 1- Staffing Order 2015 Schedule 5	20
Staffing Order 2015 Schedule 5 Instrumental and vocal music tuition	20
Appendix 2 - Section 56, State Sector Act 1988	21
Appendix 3 – Sample letters	22
Appendix 4 – Examples of ITM evidence using the Practising Teacher Criteria	24

1. Background

The Itinerant Teachers of Music scheme in New Zealand secondary schools has a long history. The scheme began as an Orchestral Music in Schools scheme in 1945, and initially provided part-time teaching positions in individual schools. In 1962, the first permanent positions were created, with the teachers working over a group of schools.

Over the years the scheme has evolved in many ways. Some of the full-time permanent positions remain in certain areas, but the majority of Itinerant Teachers of Music now are employed in part-time positions in individual schools, with them often having a number of these part-time positions which together may form something approaching a full-time load, but may also be only a small number of hours a week in total.

When the positions were all permanent and full-time, there was a designated base school which took responsibility for the range of issues that are covered in this guide, such as appraisal, professional development and registration. With the loss of most of these permanent positions, many ITMs now do not have the security of having a base school which takes responsibility for these matters, and they have become significantly casualised.

Furthermore, whereas once upon a time all ITMs were fully trained and qualified teachers, there are now many who are not teaching qualified (although they may be highly qualified in their specialist music area) and who are employed on Limited Authorities to Teach.

These guidelines seek to set out ways in which individual schools, and groups of schools, can ensure that ITMs are treated as the highly skilled professionals that they are.

2. Staffing for ITM positions

Every secondary school, area school and restricted composite school receives, as part of its regular staffing allowance, an allocation for Instrumental and vocal music tuition allowance, which is roll-based at 1FTTE per 1,000 Year 7-13 students.

For those schools which retain attached ITMs i.e. those listed in Schedule 5 of the Staffing Orders, there is an allocation of whole number FTTE (i.e. a number of full-time positions) of attached itinerant music teachers for instrumental and vocation music tuition. These schools also receive an ITM allowance of 0.1 FTTE per attached teacher, to a maximum of 0.4 FTTE, which is for management of the scheme. (Schedule 5 of the 2014 staffing order is attached as Appendix 1.)

3. Resourcing for equipment and materials

Music performance is a resource-hungry aspect of the curriculum, but that resourcing happens through a limited pool, the school's Operations Grant. The issue of what schools can charge parents/caregivers for is often fraught in Music Departments, but the rules are clear.

In 2013, the Ministry of Education issued a new circular, 2013-06, which clarifies those rules. The general principle outlined in the circular is that schools may not demand a fee to cover the cost of either tuition or materials used in the provision of the curriculum. ITMs are funded by the government, and therefore lessons with ITMs are deemed to be part of the curriculum.

The circular clarifies what can be charged for in Itinerant Music: "It is reasonable for parents to be charged for the hire of musical instruments owned by the school and used by students outside the delivery of the music curriculum." "Outside the delivery of the music curriculum" would apply to instruments that are taken home, e.g. violins, guitars, but not instruments that remain at the school, e.g. pianos, drum kits.

Within this charge it would be reasonable to recover a share of the cost of maintenance and insurance of these take-home instruments, including new strings, reeds, etc, given that these costs are related to the fact that they are used outside the curriculum. It would **not** be reasonable, however, to charge all students doing piano a share of the cost of regular tuning, or charge all students taking drum lessons a share of the cost of new drum-skins, because these instruments are not used outside the curriculum. Photocopying of music for use in ITM lessons would not be a legitimate charge either, because it is integral to the curriculum of the ITM programme.

The circular can be found at

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PublicationsAndResources/Circulars/2013/Circular201306.aspx>

4. Employment

There is a wide range of employment-related issues for ITM, including advertising of positions, appointments, tenure, collective agreement coverage, leave entitlements, and status as a teaching staff member.

The overriding principle that all employers in the state sector are required to abide by is one of good faith. Under the Section 56 of the State Sector Act 1988 (see Appendix 2), an employer is required to act as “a good employer” and to provide equal employment opportunities.

In addition, the Education Act stipulates that no-one may be employed in a teaching position unless they either hold a current practising certificate, or they have been authorised, i.e. they have been granted a Limited Authority to Teach (LAT). There is more detail about this in the section on LATs.

Advertising of vacancies

In deciding how to use its ITM staffing, a school is creating positions. That means that they are bound by the requirements of the Secondary Teachers’ Collective Agreement with respect to advertising. The positions which must be advertised in the Education Gazette at least 14 days before the closing date are the following:

- 1) Permanent full-time positions
- 2) Permanent part-time positions
- 3) Long-term relieving positions of more than one term
- 4) Fixed-term full-time positions of more than one term.

(STCA 3.2.2, ASTCA 2.2.2)

(The difference between a relieving and a fixed-term position is that in a relieving position you are replacing an existing staff member who is on leave, whereas a fixed-term position is one created for a defined period, and the school must have reasons for it not continuing beyond that period.)

This means that many ITM positions do not require advertising in the Gazette because they are fixed-term and part-time. However, as part of a school’s obligation to behave as “a good employer”, there must be some form of advertising of the vacancy. This might, for example, be on the school’s website, or a local newspaper, or in a music publication, or it could be a global advertisement in the Gazette for the following year listing the music specialisms likely to be required but without a definitive number of tuition hours specified.

Furthermore, for a school to be able to endorse your application for a Limited Authority to Teach, they are required to attest to the Education Council that they have seen evidence that you have skills and experience appropriate to advance the learning of students, or skills that are in short supply. For short supply, they would have attempted to fill vacancies with a trained and qualified teacher in the area in which you have specialist skills but been unsuccessful, and would provide evidence of this, such as an advertisement and other information.

Appointments

All appointments must be confirmed in writing, with a letter of appointment which specifies the hours of work, tenure and other conditions of the appointment. For part-time teachers, any

changes in the permanent hours of work must be agreed with the teacher and confirmed in writing, and any changes in non-permanent hours that apply for four weeks or longer must be agreed and confirmed in writing. (STCA 3.2.2, ASTCA 2.2.2) Sample letters of appointment are attached as Appendix 3. These appointment processes should all be completed, including signing by the ITM of acceptance of a position offered, before teaching begins.

The normal term of a one-year fixed-term appointment would be from 28 January to 27 January the following year. This recognises the fact that the staffing provided to schools for ITMs is on a full year basis. If a school is reducing the length of the school year for its ITMs, this is likely to be because they are banking the staffing “saved” to use for another purpose. PPTA’s position is that this is unfair employment practice and not acting as a good employer. Like any other employee of the school, an ITM is entitled to the same holiday period as other teachers for planning, preparation, professional learning and personal refreshment time.

PPTA recognises that it can be challenging for a school to determine finally, before 28 January, which itinerants and for how many hours they will require. The best practice approach to this would be to commit to continued employment of their ITMs into the new year with the proviso that the exact hours could be adjusted slightly in the new year depending on demand.

Tenure

The Employment Relations Act (2000) is very clear that an employer must have genuine reason, based on reasonable grounds, to make a position fixed-term rather than permanent, whether it is full-time or part-time. In the case of ITMs, a genuine reason could be about fluctuating demand for their particular instruments/voice from year to year. However, if an ITM could show that they had been employed in a particular school for the same number of hours, or at least the same minimum number of hours, for at least two consecutive years, a case could be made to say that there are not reasonable grounds for fixed term employment. In addition, a position cannot be made fixed-term in order to give the employer time to “try out” an employee for suitability.

However, the Education Act does not allow a school to employ in a permanent position someone who is not registered and who does not hold a current practising certificate. If an ITM is on a Limited Authority to Teach (LAT), then they must be employed on a fixed-term agreement, and the Education Council, in granting the LAT, will impose limits on the length of the LAT. The maximum length is three years.

Collective agreement coverage

All teachers in secondary schools are entitled to be covered by the Secondary Teachers’ Collective Agreement, if they choose to join PPTA. Clause 1.4(a) makes this specific in stating that the agreement “covers work undertaken in state and integrated schools by ... Itinerant teachers of instrumental music employed by secondary schools”. The Area School Teachers’ Collective Agreement does not specify ITMs in its coverage clause, but they are covered by the statement that it covers “teachers (excluding principals) employed in area schools” (ASTCA 1.3.1).

Whether an ITM is full-time or part-time, and whether they are a certificated teacher or on a Limited Authority to Teach, they are entitled to apply for full membership of PPTA. The membership fee is calculated at 1% of the fortnightly base salary, which is the sum of all the full-

time or part-time earnings excluding units and allowances. If an ITM is working across schools, they should specify on the membership application form one of their schools as the base school for membership, in order to have the right to participate in branch activities there, e.g. voting, receiving *PPTA News*, receiving newsletters that are emailed via the branch, etc. Advice about membership, and the application form, are at <http://ppta.org.nz/membership-111>. Being a member of PPTA entitles an ITM to expert assistance from the Field Service with employment matters.

Even if an ITM chooses not to join the union and be covered by the collective agreement, they must be on an individual agreement that is based on the collective agreement. ITM positions are teaching positions. PPTA is aware of schools offering ITMs employment as contractors. This is inappropriate, regardless of whether the ITM is being paid out of entitlement staffing or the Operations Grant, and regardless of whether they are certificated as a teacher or not.

In addition, if an ITM chooses an individual agreement based on the collective agreement, it is important to ensure that the pay rate in the individual agreement is adjusted as the collective agreement rate goes up. (There have been cases where this has not happened.)

PPTA has heard of situations where “tutors” have been organised by state schools to provide instrumental or voice tuition in school hours and charged students. This is absolutely against regulations, if it involves ITMs hired using staffing paid for by the Ministry, and/or if the tuition is required to enable students to participate in the curriculum e.g. in Music. Ministry of Education Circular 2013-06 contained extensive clarification about what can be charged for in state schools. On the matter of music tuition, it contains the following statement:

Tuition from Itinerant Teachers of Music	<p>Programmes provided within school time may not be charged for. Itinerant Teachers of Music (ITMs) are paid for by the Ministry, and this tuition is part of the school curriculum. Students who are taught by ITMs may not be charged tuition fees.</p> <p>It is reasonable for parents to be charged for the hire of musical instruments owned by the school and used by students outside the delivery of the music curriculum.</p>
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On the other hand, tuition offered outside school time, including during lunch times, might possibly be able to be charged for, but **not** if it is offered by ITMs. The Circular states:

Optional Activities (such as visiting drama and music groups, lunch-time swimming tuition, lunch time use of a portable climbing wall)	Parents are sometimes asked to pay for students to attend in-school activities such as performances by visiting drama groups or lunch-time sports or EOTC activities. It should be made clear that attendance at such activities is voluntary, and that attendance incurs a charge.
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Leave

An ITM has the same entitlements to leave as any other teacher, as set out in the collective agreement (or an individual agreement based on it). PPTA has heard of situations where ITMs

who need to take sick leave or other kinds of leave which are normally paid leave have been expected to find a replacement and pay them. This is unacceptable. If an ITM is on paid leave, the school can hire a replacement (if one is able to be found) and the leave taken would be reported in the school's payroll return as with any other teacher.

Non-contact provisions

Like other teachers, ITMs have non-contact entitlements. Non-contact time is described in the STCA as "an acknowledgement of the importance to quality education of the duties other than classroom teaching ... which teachers are required to undertake while schools are open to instruction". These duties include preparation, assessment, pastoral care, administration. (STCA 5.1.1 and 5.2.1)

For those ITMs who are full-time, this should total five timetabled non-contact hours per week, but it "may be a combination of differing periods of time which total no less than the equivalent of five non-contact hours" (STCA 5.2).

For ITMs who are part-time, the situation is a bit more complicated. In the case of an ITM employed between 0.48 and 0.89 in a single school, the employer is required to "endeavour to provide" non-contact time that is proportionate to the full-time amount. For a 0.89 teacher, therefore, they should endeavour to provide 4.45 non-contact hours and for a 0.48 teacher, they should endeavour to provide 2.4 non-contact hours (STCA 5.2.6(a)).

However, should they be unable to provide that full amount, the STCA contains a table showing minimum amounts of non-contact which they must provide, which for a 0.89 teacher would be 3 hours, and for a 0.72 teacher would be 0.5 hours (STCA 5.2.6(b)). Between 0.72 and 0.48, there is no minimum but the employer should "endeavour to provide" some non-contact. Below 0.48, the employer has no obligation to even endeavour to provide non-contact. (The full table can be seen at <http://ppta.org.nz/collective-agreements/stca/91-part-five?showall=&start=3>)

To calculate the proportion of a full-time position that an ITM is employed at, take the number of hours employed and divide them into 25, e.g. $6/25 = 0.24$.

All part-time teachers must be paid a salary that is a proportion of the appropriate salary step relative to their hours, but with an 11% loading on top of that, which the STCA describes as "equal to an additional payment of one hour for each nine timetabled hours".

General

An ITM is employed as a member of the professional teaching staff of a school, however few hours they teach. This means that they should be on the same footing as any other member of staff in matters such as:

- Needing to have a current practising certificate or authorisation to be employed in a teaching position.
- Participation in the school's appraisal system, induction and mentoring for beginning teachers if relevant, and procedures for renewal of practising certificates – for these matters, see separate section below.

- Being provided with school newsletters, the school calendar, information about school closures, teacher only days, timetable changes, etc.
- Equipped with information about expectations of those employed in teaching positions such as professional conduct expectations of the school, the behaviour management system, lock-down and other emergency arrangements, specialist support available such as from an SCT or guidance counsellor.
- Being given a log-in to the school internet and student management system for providing reports on their students (if required).
- Opportunity to participate in staff-wide PLD sessions.
- A safe working environment, e.g. a window in the door of any rooms in which they teach individuals or small groups, and access to any relevant information about issues of concern with individual students.

5. Professional responsibilities of the teaching profession

An ITM position is a teaching position, and therefore holders of those positions are required, under the Education Act, to be registered teachers with a current practising certificate or else covered by a Limited Authority to Teach. This means that they are bound by all the professional responsibilities of being a teacher. This is regardless of whether the ITM is a trained, qualified and registered teacher with a current practising certificate which is either provisional, full or subject to confirmation, or is not trained as a teacher but has some specialist music qualifications and has a current Limited Authority to Teach.

Appraisal

Regular appraisal is a right and an obligation for teachers, and one of the ways that teachers continue to learn throughout their careers so that they can provide the best possible service to their students. ITMs have a vested interest in being part of appraisal because this provides opportunities to develop practice, access professional learning and development, gain formal feedback on practice, maintain ongoing certification/authorisation and to receive salary increments (through the attestation part of the process – see below) .

Every school is required to operate an appraisal process. Processes used by schools differ, and an ITM working across schools might have to work within these differences. PPTA's website contains information about appraisal, and links to other relevant information, at <http://ppta.org.nz/resources/publication-list/2432-teacher-appraisal-resources>

A school's appraisal process should be set out in its teachers' handbook, and should involve an annual cycle which includes a reflective process on teaching using the Practising Teacher Criteria (formerly known as the Registered Teacher Criteria), goal-setting for the coming year, identification of professional learning requirements, a schedule of classroom visits and meetings, and an end-of-year evaluation of progress towards the goals. The period near the end of the school year when the seniors have gone on exam leave could be a good time of year for schools to fit in appraisal interviews.

ITM's need to see themselves as employed in a teaching position delivering part of the school's curriculum. This means an ITM is responsible for outcomes for students and therefore the ITM must be responsible for the full cycle of teaching and learning from planning, teaching, reporting, and reflecting on their practice and the impact of their teaching on student outcomes.

Ideally, evidence for an appraisal conversation ought to flow out of an ITM's normal practice of constant reflection, teaching practice, record-keeping, and communication with others, especially the HOD Music. It would be most inappropriate for an ITM to be appraised by someone who knew nothing about their work as an ITM, so the HOD Music is the most obvious appraiser, as they should be very aware of the work that the ITM is doing, including its outcomes for students. An ITM should be visited at least twice during the year for formal observation of their teaching. This should normally be by the HOD, but could be by others with relevant skills, e.g. the Specialist Classroom Teacher, or a Deputy Principal.

Appraisal provides an opportunity for teachers to identify the things that they are doing well and how they might build on those, and to identify the things that they need further support to do better. It is a time to reflect on the role and the job description, and to review goals set the previous year and set new ones.

Schools employing ITMs need to find a way to include them in their appraisal system as appropriate. How this is made to work will differ because of the wide diversity in employment situations of ITMs.

ITMs on Limited Authorities to Teach are not specifically required by the Education Council to be appraised using the Practising Teacher Criteria for the purposes of a LAT, however they should be appraised annually like other teaching staff, and the PTCs are a good guide to what good teaching looks like. As part of a LAT application, a person does need to provide supporting evidence including a self-reflection on their practice.

The amount of record-keeping required as part of the school's appraisal process varies, but the responsibility lies with those employed in teaching positions themselves to retain their own professional records of service, e.g. appraisal process paperwork, evidence towards attestation for salary increments, and records of professional development undertaken.

Attestation for salary increments

Attestation for salary increments is normally integrated with a school's appraisal process. If an ITM is employed across multiple schools, it is very important that there is a written agreement between the employers about who will attest the ITM as having completed satisfactory service in order to receive a salary increment when it is due. This agreement about which school will take responsibility for the attestation could be done as part of the agreement regarding certification and appraisal discussed above.

Each fortnight, a school downloads from Novopay an Increment Report, and this will show when a teacher's hours have reached the equivalent of a full-time year. (For an ITM doing 0.5 FTTE in total across schools, this would be after two years, for example.)

Professional learning and development (PLD)

PLD is also a right and an obligation for teachers. The STCA places it under the Good Employer responsibilities, and says that all employers are required to provide "opportunities for the enhancement of the abilities of individual employees" (STCA 3.1.1). This means that ITMs should be given opportunities to access school-wide PLD, but also there should be provision for them to access PLD that is directed at their individual needs. The appraisal process is a good opportunity to identify these individual needs and possible ways of addressing them.

At the same time, ITMs have a professional obligation to take initiatives themselves to improve their practice and their professionalism. The Practising Teacher Criteria cover this in Criterion 4, "Demonstrate commitment to ongoing professional learning and development of personal professional practice" and in Criterion 12, "Use critical inquiry and problem-solving effectively in their professional practice". ITMs should consider what opportunities exist for them through local music organisations, membership of MENZA, participation in master classes, etc. An ITM needs

to ensure that in undertaking professional development they reflect on it and the value of it for themselves and the students they teach.

6. Registration, certification and authorisation

The information in this section has been updated as a result of the Education Amendment Act 2015, which replaced the Teachers Council with the Education Council, and made changes to the registration framework, including a separation of registration from the holding of practising certificate. A trained and qualified teacher may retain registration indefinitely, but they may not be employed in a school without holding a current practising certificate in one of three categories: full, subject to confirmation, or provisional. Holding a practising certificate is now called 'certification' rather than 'registration'. This change also led to the Registered Teacher Criteria becoming Practising Teacher Criteria (PTCs), because they are the criteria that must be met to continue to hold a practising certificate. There were also significant changes in the rules for Limited Authorities to Teach.

Maintaining a full practising certificate

For teachers who already hold a full practising certificate, the requirements to maintain this are:

- Being satisfactorily trained to teach, which should not require evidence because it will already have been supplied when first applying for registration and a provisional practising certificate;
- Being of good character and fit to be a teacher, as evidenced through a police vet plus evidence that they have the qualities and attributes for teaching and do not have any physical or mental health conditions that affect ability to carry out the role;
- Having evidence of satisfactorily completed recent teaching experience, i.e. evidence of being meaningfully assessed using and meeting all of the Practising Teacher Criteria in employment in teaching positions. These teaching positions must have covered two years within the last five years or one year within the last three. This needs to be uninterrupted employment in blocks of six consecutive weeks or more;
- Having completed satisfactory professional development;
- Showing commitment to the Code of Ethics, evidenced through a declaration on the renewal application;
- Proficiency in English or Te Reo Maori, which will already have been evidenced in the initial registration and meeting the PTCs.

The aspect of the requirements for maintaining full certification which seems to cause most issues for part-time ITMs is the "satisfactorily completed recent teaching experience" and the sufficiency of the position(s) for the ITM to demonstrate, with evidence from their professional practice, that they meet all the Practising Teacher Criteria.

While there is no minimum number of teaching hours specified, as there is for teachers who are provisionally certificated, the Education Council does require that the teaching service to maintain a full practising certificate "has been sufficient (i.e. neither too part-time nor too casual)" and recent enough "to enable their professional leader to make a meaningful assessment using the Practising Teacher Criteria". The Council will determine in any individual situation whether the professional leader's assessment about whether the position was too part time or too casual or not was reasonable in the circumstances.

Subject to Confirmation certification

When an ITM does not meet the requirements to maintain a full practising certificate, they can hold a practising certificate that is Subject to Confirmation. While some teachers who have held a full practising certificate feel that this is a lesser category of certification, it is not. It is simply a reflection that in that teacher's particular role at this time, they are unable to meet the requirements of full certification. That could be because the position consists of too few hours, or the hours are spread across too many schools, to be able to meaningfully pull together evidence using the Practising Teacher Criteria to meet the requirements for maintaining full certification. On the other hand, ITMs should not assume that they have to be certificated as Subject to Confirmation when they are itinerating across a number of schools – see 'Collecting evidence for certification purposes' below.

Being issued with full certification

Some ITMs hold Provisional certification. The expectation of the teaching profession is that this status cannot be held indefinitely without some independent assurance of competency. The Education Council's Registration Policy outlines what happens after a 6 year period of provisional certification. A teacher who has not been issued with full certification within this time period is most likely to be required to complete a Teacher Education Refresh Programme – see <http://educationcouncil.org.nz/content/teacher-education-refresh-ter-programme>. These programmes are at the cost of the teacher.

It is therefore very important that provisionally certificated ITMs ensure that they can be issued with full certification in their ITM role, or early in their teaching career they may need to shift to a different teaching position in order to do so. Once a teacher has been issued with full certification they will not be provisionally certificated again. If in the future they are in roles that are too part time to maintain full certification they would become certificated as Subject to Confirmation.

There are specific requirements to be issued with full certification when provisionally certificated. They are:

- Having been meaningfully assessed using the Practising Teacher Criteria, which requires being employed in a teaching position of at least 0.5 FTTE for at least two years in the last five years, and completing an appropriate induction and mentoring programme;
- Meeting the Practising Teacher Criteria. This requires endorsement from the professional leader in relation to their most recent teaching service. This service must have been at least a six week block of teaching completed with an Induction and Mentoring programme. The recommendation must have been made within the six months prior to applying;
- Recent teaching experience, such that endorsements recommending an ITM for full certification from a professional leader and mentor come from employment in one or more approved setting completed within the last 6 months.

In a situation where a provisionally certificated teacher (PCT) is employed across a number of schools in small part-time positions, it can be very difficult to produce evidence that has the necessary coherency and sufficiency to meet the requirements. The PCT ITM should be working across no more than three schools, preferably in fixed-term contracts of at least one year, and it must total at least 0.5 FTTE across the schools.

There needs to be one school which takes the lead role for the induction and mentoring process, and undertakes to work meaningfully with the other schools to ensure that the provisionally certificated teacher is receiving the learning opportunities, feedback, and support they need to develop, grow and be able to accurately evidence their practice. This arrangement should be in writing as a Memorandum of Understanding.

Collecting evidence for certification purposes

The Education Council considers applications for maintaining full practising certificates from ITMs who are employed across a number of schools. In general, the Council would prefer the number of schools providing evidence for certification purposes to be not more than three. This is to ensure that the hours in any one of these schools are sufficient to properly provide the types of opportunities to demonstrate teaching practice and meeting the Practising Teacher Criteria. Two hours in any one school would normally not be sufficient hours to give coherency to the process or the necessary assurance of meaningful engagement and appraisal. (That does not necessarily mean that the ITM does not also have some minimal hours in other schools, just that evidence from across three schools should be sufficient as long as the hours in those schools are enough.)

Whether the ITM is seeking to be issued with full certification from provisional, or to maintain full certification, or be issued with full certification from subject to confirmation, will influence how much and what type of evidence needs to be documented and how many hours of teaching need to be completed:

- For those seeking to move from provisional to full certification, the hours across the schools must total at least 0.5 FTTE;
- For those who have been or still are fully certificated, there is no minimum number of hours, BUT it is important to note it must be substantial enough to credibly gather evidence using the PTCs.

The ideal arrangement for gathering evidence for certification would be for one school, usually the one at which the ITM has the most hours, to formally take responsibility, through a written memorandum of understanding, for verifying and independently assuring evidence collected from the school leaders of the other schools. Certification is a professional responsibility and so at the same time, it is incumbent on the ITM him/herself to ensure their evidence comes from multiple sources and perspectives and is meaningfully “curated” using the PTCs. The material on the Education Council website about the Teachers Council’s Phase 1 and Phase 2 appraisal PLD could be useful for this: see <http://educationcouncil.org.nz/content/appraisal-of-teachers-project> and follow through all the sections, especially the resources generated. The material linked under the ‘Phase 2’ tab has some excellent material to answer the question “What is evidence?”

While each school may have a different process, the appraisal process used in the school taking the lead in supporting the ITM with meeting their certification responsibilities should be the one followed, with evidence collected in the other schools contributing to the lead school’s process.

Appendix 4 contains a matrix showing some examples of evidence that an ITM might be able to document in relation to some of the Practising Teacher Criteria. This matrix must be seen as illustrating types of evidence rather than an exhaustive list. This material mirrors some indicative material provided by the Education Council for teachers in other specialist positions in secondary

schools, which can be viewed at <http://educationcouncil.org.nz/content/how-can-registered-teacher-criteria-be-met-teachers-specialist-roles-secondary-schools>.

Limited Authorities to Teach

An application for a Limited Authority to Teach (LAT) will only be considered by the Education Council when the ITM is not eligible for registration and certification. (ITMs who have been qualified to teach and have a recognised teaching qualification need to apply for the relevant form of certification, i.e. provisional, full, or subject to confirmation.)

A school should not formally appoint someone to an ITM position who is not qualified and certificated as a teacher unless they have advertised the position and been unable to find someone who has a teaching qualification. If a decision is made to appoint someone on a LAT, the appointment should also not be finalised until the person has been issued with a current authorisation.

Someone on a LAT may not, under any circumstances, be employed in a permanent position. (This would be a breach of the Education Act, to permanently employ in a teaching position someone who does not have a current practising certificate.)

The Education Amendment Act 2015 states that a LAT may be granted to a person either because they have:

- Skills and experience appropriate to advance the learning of students, or
- Skills that are in short supply.

The previous link between a specific person in a specific position in a specific school and the granting of an authorisation has been removed, and an ITM can now apply for a LAT **before** being appointed to a position. The Education Council will determine the length of the authorisation, up to a maximum of three years. There is no longer a requirement for all professional leaders employing the LAT to sign the application. Once the LAT is granted, it will be for a specialist subject area and a specific geographic region, and the person may then apply for teaching positions requiring their specialist skills within the region relevant to their application.

The Education Council's website states:

To be granted a LAT a person will generally need to hold qualifications in a specialist subject area to at least Level 6 on the New Zealand Qualifications Framework, and provide the Education Council with information about their recent relevant employment or experience. The application will need to be supported by quality information in the form of testimonials from employers who can attest to the person's skills demonstrated in practice, and the person's own reflection on their understanding of official curricula and assessment tools and strategies to be able to advance the learning of students.

The Education Council may also require evidence from professional leaders that the person's relevant skills are in short supply amongst locally available certificated teachers. <http://educationcouncil.org.nz/registration-changes#LATs>

The application for a LAT must be accompanied by an endorsement from a professional leader (principal) within the region in which the ITM is planning to apply for work. The professional leader is asked to endorse:

- That the applicant is “of good character and fit to be a teacher”, and either
 - Has specialist skills and experience appropriate to advance the learning of students (and these are described), and
 - That they have sighted and endorsed the applicant’s self-reflection, or
 - That there is a shortage of certificated teachers with the applicant’s specialist skills in the region (and a testimonial to that effect is provided).

Evidence must be provided in support of these endorsements. The fully certificated professional leader also agrees to their name being published on the Council’s LAT list on the website as the endorser of the person

The applicant for a LAT has to provide evidence of qualifications, relevant experience, and:
... a self-reflection linking your qualifications or training, recent employment or experience and their relevance to learners in the area in which you intend to teach. Testimonials should also be provided from any employer or person who has engaged you to deliver your specialist skills (this may include within a volunteer or community capacity) in the last five years. Testimonials must be on letterhead and signed and dated. http://educationcouncil.org.nz/sites/default/files/ec40_0.pdf

The time period of employment specified in the LAT application is critical. If an ITM wishes to be employed for the full year, they need to ensure that their LAT covers that full year, because otherwise the lapsing of the LAT will require the end of their employment.

This is because it is illegal to employ anyone who is not certificated or authorised in a teaching position for more than 20 half days in a calendar year. These 20 half days are regardless of how many hours are taught in a day, for example if someone teaches for one hour on a Monday only or for a full morning on a Monday, they could teach for up to 20 Mondays (or two terms) but no more. If someone is employed for a full day on Tuesdays, this means that they could teach for only 10 Tuesdays (i.e. 20 half days) but no more.

Also, of course, if an ITM is working across a number of schools, those 20 half days could be over within a fortnight or not much longer, depending on how many hours the various positions total. The 20 half days restriction applies to the teacher, not each individual school.

This means that it is important to apply for a LAT before or as soon as you begin teaching, because it takes the Education Council a while to process the application and you would not want to run out of your 20 half days before it came through.

There are also new proof of identity requirements that apply to both LAT and practising certificate applications. These are detailed in the application forms. For a LAT, this form can be found at: <http://educationcouncil.org.nz/forms>

Links, references

- The Secondary Teachers' Collective Agreement can be downloaded from <http://ppta.org.nz/collective-agreements/stca>. That section of the website contains links to supporting information, e.g. the hours of work section contains the relevant STCA clauses plus guides about non-contact time.
- Material about appraisal and for teachers can be found at <http://ppta.org.nz/resources/publication-list/2432-teacher-appraisal-resources>
- The Education Council's website contains extensive material about appraisal, registration and certification: <http://educationcouncil.org.nz/>
- Carter, Karen (2003), *Itinerant Teachers of Music: A state of flux*. Thesis submitted for Masters in Teaching and Learning, Canterbury University. downloaded from http://ir.canterbury.ac.nz/bitstream/10092/3552/1/Thesis_fulltext.pdf
- Brice, P. (1990) *Report on itinerant teachers of music*. Wellington: Ministry of Education.
- Doyle, E. (1982). The influence of the itinerant instrumental teacher in New Zealand. *The Australian Journal of Music Education*, 30, 49-53.
- Ritchie, J. (1980). *Report of the Committee to study the needs of music teaching in New Zealand*. Wellington: Queen Elizabeth 11 Arts Council. (Available for viewing at Archives New Zealand, order at <http://archway.archives.govt.nz/ViewFullItem.do?code=20586206>.)
- Wood, D. (n.d., circa 1980). *Music review: position paper: group instrumental and vocal tuition scheme*. Unpublished paper.
- Tait, M. (1970). *Music education in New Zealand*. Hamilton: Music Teachers Registration Board/Waikato Society of Registered Music Teachers.

(The listed reports 1970-1990 can be obtained from PPTA by request. Email jalison@ppta.org.nz to request them.)

Appendix 1- Staffing Order 2015 Schedule 5

Staffing Order 2015 Schedule 5 Instrumental and vocal music tuition

School	Staffing (FTTEs)
Auckland Grammar School	4.0
Freyberg High School	2.0
Geraldine High School	5.0
Hagley Community College	14.0
James Hargest College	5.0
Macleans College	2.0
Mt Albert Grammar School	2.0
Otahuhu College	1.0
Pakuranga College	1.0
Queen's High School	7.0
Rangitoto College	2.0
Saint Peter's College (Auckland)	1.0
Tauranga Boys' College	4.0
Waikato Diocesan School for Girls	12.0
Whakatane High School	2.0

Additional ITM allowance

The formula for allocating the additional ITM allowance to these schools is as follows:

A high school to which a full-time permanently appointed itinerant teacher of a musical instrument is attached has an itinerant music teacher allowance (in FTTEs) of—

- (a) 0.1, if 1 teacher is attached:
- (b) 0.2, if 2 teachers are attached:
- (c) 0.3, if 3 or 4 teachers are attached:
- (d) 0.4, if more than 4 teachers are attached.

This allowance is intended to be used for administration, PLD, leadership, etc.

Appendix 2 - Section 56, State Sector Act 1988

56 General principles

(1) The chief executive of a department must—

- (a) operate a personnel policy that complies with the principle of being a good employer; and
- (b) make that policy (including the equal employment opportunities programme) available to its employees; and
- (c) ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report on the extent of its compliance.

(2) For the purposes of this section, a **good employer** is an employer who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring—

- (a) good and safe working conditions; and
- (b) an equal employment opportunities programme; and
- (c) the impartial selection of suitably qualified persons for appointment (except in the case of ministerial staff); and
- (d) recognition of—
 - (i) the aims and aspirations of the Maori people; and
 - (ii) the employment requirements of the Maori people; and
 - (iii) the need for greater involvement of the Maori people in the Public Service; and
- (e) opportunities for the enhancement of the abilities of individual employees; and
- (f) recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
- (g) recognition of the employment requirements of women; and
- (h) recognition of the employment requirements of persons with disabilities.

(3) In addition to the requirements, specified in subsections (1) and (2), each chief executive shall ensure that all employees maintain proper standards of integrity, conduct, and concern for the public interest.

Appendix 3 – Sample letters

Sample letter of appointment for Basic Scale ITM positions

Board of Trustees
Aotearoa (High School/Area School)
P.O. Box 2390
Whangarei

15 December 20--

(Mr Robert Woods)
(163 Eden Road)
(HAMILTON)

Dear (Mr Woods)

On behalf of the Board of Trustees of Aotearoa (High School/Area School), I wish to confirm your appointment to the position of (itinerant teacher of music- vocal and brass instruments).

This is a (permanent / long term relieving / fixed-term)(full-time / part-time) position.

The commencement date of your employment in this position at Aotearoa (High School/Area School) is (28 January 20--).

[For part-time positions]

You are employed permanently as a (.4 teacher) for (10 hours) per week.

In addition to those permanent hours, we can offer you 2 hours per week on a fixed-term basis for the year 20--.

[For relieving / fixed-term positions and fixed term hours]

The date of termination of your employment (or additional fixed term hours) in this position is (27 January, 20--).

The reason your position (additional hours) is/are fixed term is because (genuine reason based on reasonable grounds given).

As you have indicated to the Board that you have authorised the (Post Primary Teachers' Association) to represent you, and that you wish to become party to the (Secondary Teachers' Collective Agreement / Area School Teachers' Collective Agreement) your conditions of employment are contained therein.

You will be paid on step (of the scale). Your salary rate is (\$).

[Any other relevant conditions, such as allowances / removal expenses / conditions applying to maternity leave positions, should be included.]

The Board looks forward to your taking up your position at Aotearoa (High School/Area School).

Yours faithfully

Ms Susan Martin
Chairperson

Sample letter of appointment for a provisionally certificated teacher

Board of Trustees
Aotearoa (High School/Area School)
P.O. Box 2390
Whangarei

10 December 20--

(Ms Linda Cooper)
(10 Marua Road)
(Whangarei)

Dear (Ms Cooper)

On behalf of the Board of Trustees of Aotearoa (High School/Area School), I wish to confirm your appointment to the position of (itinerant teacher of music). This is a (permanent / long term relieving / fixed-term) part-time position. Your hours of work will be 0.5 or 12.5 hours per week. As you are a provisionally certificated, year one teacher, you will receive (on top of normal non-contacts) an additional 2.5 non-contact hours for advice and guidance purposes. You will be expected to meet with your mentor teacher, PCT co-ordinator and to participate in the school-based PCT programme in that time.

The commencement date of your employment in this position at Aotearoa (High School/Area School) is (28 January 20--).

[For relieving / fixed-term positions]

The date of termination of your employment in this position is (27 January, 20--).

The reason your position is fixed term is because (genuine reason based on reasonable grounds given).

As you have indicated to the Board that you have authorised the (Post Primary Teachers' Association) to be your representative, and that you wish to become party to the (Secondary Teachers' Collective Agreement / Area School Teachers' Collective Agreement), your conditions of employment are contained therein.

[Any other relevant conditions, such as allowances / removal expenses / conditions applying to maternity leave positions, should be included.]

The Board looks forward to your taking up your position at Aotearoa (High School/Area School).

Yours faithfully

Ms Susan Martin
Chairperson

Appendix 4 – Examples of ITM evidence using the Practising Teacher Criteria

Note: Examples are provided for only six of the twelve Criteria as an illustration of the types of evidence that would be relevant for all of the Criteria. The full list of Practising Teacher Criteria and associated material are downloadable from <http://educationcouncil.org.nz/content/practising-teacher-criteria>.

Criteria	Indicators	Reflective question	Examples of quality practices take place in your setting	Examples of valid evidence
1. Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga	<p>The teacher engages in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> • Akonga • Teaching colleagues, support staff and other professionals • Whanau and other carers of akonga • Agencies, groups and individuals in the community 	<p>What do I do to establish effective working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?</p>	<ul style="list-style-type: none"> • Communicate openly and frequently with deans, guidance counsellor, SCT regarding even the small issues • Establish collegial relations with staff by participating in staff activities, taking an interest in what other staff members are doing, regular positive interactions • Participate in departmental processes and be an active member of the team and share ideas • Dress and behave in a professional manner • Participate in professional development (PD), both 	<ul style="list-style-type: none"> • Student evaluations • Log of readings • Evidence of involvement in school PLD • Notes on opportunities taken to learn or practise skills in different teaching approaches (including reflection and/or feedback) • Examples of changes made to planning based on different levels within my students • Examples where staff, students, parents or the local community have appreciated my involvement in extra-curricular activities • Evidence of feedback

			<p>in school and through outside agencies</p> <ul style="list-style-type: none"> • Engage with whānau to discuss student behaviour and achievement - regular personal communication with caregivers • Involvement in extra-curricular activities • Request teaching observations to provide feedback from SCT, and HOD, mentor, colleague regarding student /teaching dynamics, student interactions, and teacher/student interactions • Promote positive and appropriate relationships with students e.g. greet/farewell students each lesson • Attempt at least one positive interaction with each student each lesson • Acknowledge learner effort 	<p>from students (written, oral, perception data)</p>
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<p>3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>The teacher: demonstrates respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p>	<p>How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?</p>	<ul style="list-style-type: none"> • Inclusion of NZ repertoire • Use of Maori language in voice • Teaching style – using aural training • Performances where whanau are welcome • Adapting teaching style to culture of student • Awareness of cultural norms 	<ul style="list-style-type: none"> • Evidence of lesson planning • Feedback on classroom observations • Student feedback
<p>4. Demonstrate commitment to ongoing professional learning and development of personal professional practice</p>	<p>The teacher:</p> <ol style="list-style-type: none"> i. Identifies professional learning goals in consultation with colleagues ii. Participates responsively in professional learning opportunities within the learning community iii. Initiates learning opportunities to advance personal professional knowledge and skills. 	<p>How do I continue to advance my professional learning as a teacher?</p>	<ul style="list-style-type: none"> • Participation in school-wide PLD where practicable • Collecting feedback from students • Reflection with HOD Music and ITM colleagues on teaching • Maintaining notes of student progress and discussing with students • School management systems and appraisal documentation/ practices lead to regular goal setting and review • Discussion with mentor and other PCTs on the value and application of 	<ul style="list-style-type: none"> • Courses attended • Master classes participated in • Concerts attended • Membership of professional organisations • Professional reading • Personal performance experiences • List of professional development undertaken (both in school and off site) – recorded in portfolio • Notes on opportunities taken to learn or practise skills arising from PLD • Examples of changes made to planning

			PLD • Membership of Professional Learning Community (PLC)	based on PLD opportunity – application of PLD learning • Examples of sharing my PLD opportunity with others • Evaluation form/review of PLD goals and planning for future PLD
5. Show leadership that contributes to effective teaching and learning	The teacher: i. Actively contributes to the professional learning community ii. Undertakes areas of responsibility effectively.	How do I help support my colleagues to strengthen teaching and learning in my setting?	• Leading school production or performances • Providing advice/information on students to classroom teacher • Providing advice on resources required • Allow teaching observations in my room • Make time to have professional discussions with colleagues and mentor • Attendance and contribution in and out of school • Develop skills in partnership with mentor to lead and support other teachers	• Initiating new and innovative ideas • Manage and/or develop resources safely and effectively e.g. maintaining register of equipment • Demonstrate awareness of professional standards in relation to such aspects as completing reports on time and reporting and following up on students who fail to attend • Demonstrate leadership in specialist areas for internal school professional development where appropriate • Demonstrate flexibility and adaptability to

			<ul style="list-style-type: none"> • Take notes of professional discussions for personal reflection • Find relevant readings and research and share with others • Observe experienced teachers in their teaching practice • Use feedback/feed forward process with HODs and mentors 	<p>meet students' learning needs</p> <ul style="list-style-type: none"> • Utilise professional learning and development opportunities
11. Analyse and appropriately use assessment information which has been gathered formally and informally	<p>The teacher:</p> <ol style="list-style-type: none"> Analyse assessment information to identify progress and ongoing learning needs of akonga Uses assessment information to give regular and ongoing feedback to guide and support further learning Analyse assessment information to reflect on and evaluate the effectiveness of the teaching Communicate assessment and achievement information to relevant 	How do I gather and use assessment information in ways that advance the learning of my akonga?	<ul style="list-style-type: none"> • Setting practice goals for successive lessons • Guiding students to self-efficacy • Reporting, contributing appropriately at department level to assessment data • Attend relevant in-school PCT training/meetings • Attend relevant out of school PCT training/meetings and/or cluster gatherings • Attend internal moderation opportunities • Be familiar with 	<ul style="list-style-type: none"> • Notes from lessons and feedback provided for future learning • Participating in NCEA assessment of students as member of panel • Tracking student achievement • Focus on specific skills and competencies for students – show evidence of feedback, evidence of reports • Reflection notes on gathered information • Demonstrates appropriate use of assessment tools • Examples of sharing assessment information

	<p>members of the learning community</p> <p>v. Fosters involvement of whanau in the collection and use of information about the learning of akonga.</p>		<p>departmental/school procedures manual and follow the procedures for reporting/filing of results</p> <ul style="list-style-type: none"> • Use of research and readings to inform teaching practice • Use student voice tools, such as end of unit evaluations • Workshop with colleagues 	<p>with whānau, teachers and ākonga</p> <ul style="list-style-type: none"> • Examples of assessment information appropriately recorded • Planning reflects use of assessment as a reflective tool
<p>12. Use critical inquiry and problem-solving effectively in their professional practice</p>	<p>The teacher:</p> <p>i. Systematically and critically engages with evidence and professional literature to reflect on and refine practice</p> <p>ii. Responds professionally to feedback from other members of the learning community</p> <p>iii. Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of akonga.</p>	<p>How do I advance the learning of my akonga through critical inquiry within my professional learning?</p>	<ul style="list-style-type: none"> • Maintain logs/notes of individual students and reflect on progress • Professional reading • Professional development • Teaching observations and class visits • Professional discussions • Include in lesson planning • Engages in positive dialogue regarding feedback 	<ul style="list-style-type: none"> • Student evaluations • Self-evaluation about students that aren't making progress • Notes and discussions with HOD about students that are not making progress • Visits and regular discussions with HOD • List of professional readings • Feedback from observations • Students are exhibiting high level skills • Students offer a range of opinions • Teacher demonstrates high level approaches • Reflective evaluative

				<p>practice occurs across all areas of practice</p> <ul style="list-style-type: none">• Teacher observes, listens to and learns from colleagues of his/her teaching practice• Professional relationships maintained• Demonstrate tolerance of varying attitudes, beliefs and cultures among colleagues
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