

Review report	Cabinet paper	Consultation document	PPTA policy
Governance			
<p>Council either appointed directly by Minister with nominations from teaching profession or ensure everyone on Council is knowledgeable about education and has successful governance experience.</p>	<p>Support in principle, “reforms to the Teachers Council will seek to strengthen governance”. The Cabinet paper talks about separating membership of the Council from membership of its disciplinary bodies but I can’t find a recommendation or a consultation question about this anywhere. No mention of reduced size of Council.</p>	<p><i>Question 4: What skills, knowledge and experience should be required on the board governing a professional body for education?</i>” This is the only question that raises the issue of membership of the Council. Floats idea of “a small governing body that is focused on leadership and governance” then gives the example of the Medical Council which has 12 members – the current TC has 11 – then says “A governing board of up to 8 members would allow for the maintenance of strategic focus and effectiveness” (p.14), and this to include non-teaching members! Talks in terms of appointments being made by the Minister which “could include a process for inviting nominations from the sector as a whole, or from groups within the profession”.</p>	<p><i>2000 conference:</i> That PPTA continue to support the development of an Education Council with a teacher majority which maintains high standards within the profession and provides a forum for teachers to speak as professionals. That the Chairperson be elected by the Council, not appointed by the Minister of Education. <i>2006 conference:</i> That PPTA advocate strongly for a review of the legislative basis of the Teachers Council, with a view to shifting to an organisation genuinely owned by the profession. <i>2010 conference:</i> That PPTA seek an amendment to the Education Act to change the legal status of the Teachers Council from Crown entity to statutory authority, and to remove the Crown’s power to appoint members of the Council.</p>

		<p>Minimum of accountability would be annual report to parliament, authority for Minister to require statistical info relating to regulatory functions, and to commission independent audit of conduct of regulatory including discipline functions.</p> <p><i>Question 3:- first "In what aspects should the body be accountable to the profession and on what issues should it be accountable to the government?" mention of accountability to the profession!</i></p>	
By 2015 "subject to support by the profession" disestablish NZTC and legislate for new body	Support in principle, "propose to engage with the sector on reforms to the Teachers Council" leading to legislation in 2014. Appears to envisage "reforming" the current NZTC rather than disestablishing it.		
Set up a transition team to manage the change	Not supported, risks confusion about who is leading the sector (Council or transition team) and loss of momentum on wider work Council progressing already. Instead set up Ministerial Advisory Group to engage with sector and make	<p>Seeks responses on a name for "a new body" to establish "a new identity".</p> <p><i>Question 2: "What needs to be included in the name of the professional body to reflect its strengthened role?"</i></p>	

	final recommendations about "reforms to the Teachers Council"		
<p>New Council must define its role as to promote the public interest, duty to educational interests of children and young people, and identify key public policy issues and lead professional and public debate on implications for high quality teaching practice.</p>	<p>Support - obligations to form part of consultation process.</p>	<p>The only new roles listed are "specifying ... leadership qualifications" and "developing educational leadership" and "determining and enforcing leadership standards and entry", the rest are pretty much as in the current legislation. It talks about "establishing a research focus", but this already exists. Refers to the idea that a professional body for teaching "should be owned by its members", but at the same time says that "a high degree of transparency and accountability in the conduct of these functions provides assurance to parents, peers and the general public that educators meet the highest standards". <i>Question 1: "What should be the focus and responsibilities of a body created to lead the development of the education profession?"</i></p>	<p><i>2005 Conference:</i> That the Teachers Council be informed that PPTA members lack confidence that the Council is currently providing adequate professional leadership or enhancing the professional status of teachers. (This was when the Council had been through a really unstable period with successive Directors etc.) <i>2010 Conference:</i> That PPTA seek an amendment to the Education Act to limit the objectives of the Teachers Council to its core functions of approval of teaching qualifications and registration and de-registration of teachers, and research and professional development relevant to these core functions.</p>

Regulatory framework for teachers			
Entry to teaching profession to require holding a post-graduate qualification	Support in principle – need to take phased approach to ensure this delivers step change, working with Minister for Tertiary to purchase “small number of exemplary post-graduate teaching programmes for schooling sector in 2014” (but not ECE yet).		
TC lead ITE to develop nationally-moderated process for assessing teacher trainees to gain provisional registration then remove from TC power to approve ITE programmes.	Support in part – TC needs to have role in approving quals that lead to teaching positions, but will consult on nationally moderated process of assessment for evaluating graduates from ITE.		
Embed definitions of ‘teaching position’ and ‘professional leader’ in Education Act instead of current definition about instructing students	Support – requires legislative change, largely technical		
Separate registration from practising certificates, i.e. appropriately trained and qualified people registered as long as meet required	Support in principle – consult with sector about separating registration and practising certificates	<i>Question 6: What changes should be made to the current registration and practising certificate processes?”</i>	

professional standards and pay, but right to practice renewed regularly.			
Scopes of practice for registration, e.g. registered for secondary	Defer until reformed Teachers Council in place		
Introduce Authority to Educate which is not position-specific like LAT but updated regularly like a practising certificate	Support in principle – consultation to include changes to current LAT status. The Cabinet paper talks in terms of this Authority to Educate being a “replacement” of the current LAT.	<i>Question 8: What are your views on the proposal to introduce an Authority to Educate to allow for more flexibility to employ people with specialist skills alongside registered teachers?”</i> The consultation document does not make it clear that the Cabinet paper envisages this replacing the LAT.	
Discipline of the profession			
Code of Conduct for all those employed in ECE and school sector	Support in principle – MOE, STA and SSC support incremental implementation of codes of conduct by individual schools, willing to work together to ensure boards advised of minimum code standards for entire workforce of school.		
Amend Act to clarify degree of severity entailed in breaches of conduct and provide for	Do not support – propose mandatory threshold for referral of complaints from CAC to DT		

immediate referral by CAC to DT of any breach of conduct that if prosecuted would result in imprisonment.	be based on those involving 'serious misconduct' as defined in Education Act 1989.		
Review statutory framework for dealing with complaints about teacher conduct and competence	Support in part – more focused review to address particular issues identified through Person A Inquiry, once “new” body established. (This time word “new” used rather than “reformed” or “changed”.)		
Operational Matters			
TC strengthen quality assurance processes used when approving practising certs, and require evidence of ongoing PLD	Support – intend to encourage TC to pursue this “through a supplementary Letter of Expectations”	<p><i>Question 7: What changes should be made to the process of assessing a teacher's competence against the Registered Teacher Criteria?”</i></p> <p>This is odd because it appears to imply that the RTCs would stay and the issue is described more as “the robustness of the existing processes for assessing whether new and existing members of the profession meet the requirements to practice”, flying the kite of the professional body taking “a direct role in the attestation process” e.g. by people having to be accredited</p>	<p><i>2006 Conference:</i></p> <p>That PPTA express its opposition to the current low trust model of auditing provisionally registered teachers.</p> <p>(This was about the random auditing of applications for full registration, which was later abandoned by the TC.)</p>

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		to attest (pp.17-18). The paper also floats the idea of teachers having to participate in “approved continuing professional development programmes” and gives an example from the Nursing Council.	
Teachers’ duty to maintain ongoing PLD “be supported in the same way that professional clinicians are supported in the health sector”. It is not clear what the Review Committee envisaged here.	Refer to “new” professional body for consideration, “needs careful management of any resource implications” but “appears to fall within the Council’s mandate”		
Evaluate strength and integrity of the quality assurance processes for appraisal and monitoring, including those at ECE and school level.	Support – “intend to encourage the Teachers Council to pursue this through a supplementary Letter of Expectations”		
Development and adoption over time of a single set of teaching standards which define agreed scopes of practice, chart progression of teachers’ expertise throughout their careers, capture teachers’ contribution to the profession and students’ wellbeing. “This would mean the movement of	Support in principle – would replace the standards in the collective agreements and the RTCs. “Work is ongoing within the Ministry and the Council on the articulation of appropriate standards.” (Council staff deny they are doing any such work and the evidence is that a Treasury person placed with the		

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professional standards outside the framework of collective employment agreements while carefully retaining requirements for salary progression.”	MOE is working on this.) “I will expect the reformed Council to work with the MOE and unions , along with wider consultation with the sector to test how this might be achieved and to explore implications.”		
Chief Review Officer and Director of TC formalise protocol for monitoring and reporting publicly on capacity and capability of professional leaders in ECE and schools and “their ability to induct, mentor, appraise and report reliably on all beginning teachers and those seeking full registration”.	Support – propose to include this in a supplementary Letter of Expectations to the Teachers Council.		
TC be more involved in demand and supply workforce planning by the MOE, Treasury et al and in particular well-informed about extent to which “shifts in price/volume mix” affect demand for high quality entrance to and graduation from teacher training.	Support – within TC’s current mandate, to be pursue through supplementary Letter of Expectations.		
Other matters			
For all BOTs and ECE services identified by ERO as needing additional support, that up-to-date professional HR	Support in line with existing work – Ministerial Inquiry into Person A made recommendations in this area, new funding in Budget		

<p>management advice be provided in order to improve their management of beginning and experienced teachers.</p>	<p>2013 to increase HR support for BOTs, MOE to commission independent review of support currently available in employment area as well as explore roles of both STA and MOE in provision of support and guidance to BOTs – to help shape future contract with STA. Also, MOE “progressing work within existing baselines to review and revise existing workforce systems, tools and processes including information and advice for BOTs”</p>		
<p>TC allocate PLD funds currently held by MOE, conditional on design of decision criteria, evaluation framework, TC being competent etc etc</p>	<p>Support in part – PLD remains “a crucial policy lever for government” and MOE reviewing PLD for 2015 on, then there’s a OIA withheld section.</p>		
<p>Establish office comparable to Health and Disability Commissioner “to increase political and public confidence in the profession’s commitment to the public interest and the interests of student learners”.</p>	<p>Defer – would require significant lead-in time for strategic policy work and public consultation, would require “set of rights” to be developed.</p>		
	<p>Cost of the Teachers Council fees – there will be costs involved in the changes which</p>	<p><i>Question 5: “A high quality, high status professional body needs to be resourced adequately. In</i></p>	

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	<p>“will require some government funding ... in the short term” but “A greater leadership role [for the Teachers Council] will require an increase in members’ fees. These are currently significantly lower compared with other professional bodies.</p>	<p><i>light of the fees required by other professional bodies, what are your thoughts on membership fees and what might you expect in return?”</i></p> <p>The document says the TC fee of \$73.60 p.a. is the lowest professional fee in NZ, cf \$110 for nurses, \$227-\$315 for social workers, \$418.60 for engineers and \$1451.30 for lawyers.</p>	
		<p><i>Question 9: “What other observations and recommendations would you like to make?”</i></p>	