

ITE Emergency Response Policy

Purpose of the policy

The purpose of the Initial Teacher Education (ITE) Emergency Response Policy is to outline a set of temporary ITE programme changes that the Teaching Council can implement immediately once a threshold for a local, regional, or national emergency has been reached. This ensures there is a clear and consistent process for ITE providers who wish to make changes to their programme/s due to a local, regional, or national emergency.

The ITE Emergency Response Policy allows ITE providers to apply for temporary programme changes in a streamlined way, because the Minister of Education (the Minister) has already agreed the specified set of temporary programme changes as not requiring consultation for each emergency. This means the Council can make approval decisions for requests using the specified list much faster and without the need to re-consult on these programme changes with the Minister.

Definition of an emergency

An emergency is defined as “an unforeseen combination of circumstances or the resulting state that calls for immediate action” (Merriam-Webster, 2021).

Examples of local emergencies include, but are not limited to:

- Major fire at the ITE provider’s or partner’s facility
- Terrorist attack at the ITE provider’s or partner’s facility
- Local disruption in water, electric, or natural gas service
- Local chemical spill
- Local road closures
- Civil unrest

Examples of regional emergencies include but are not limited to:

- Earthquake
- Tsunami
- Flooding or other serious weather event
- Major power outage
- Volcanic eruption

Examples of national emergencies include but are not limited to:

- Events noted above for regional emergencies
- Pandemic
- Terrorist attack
- War
- Cyber attack

Local, regional, or national emergencies can result in:

- Student teachers’ reduced ability to fulfil their professional experience placement and/or
- Student teachers’ reduced ability to complete their study as approved and/or
- ITE providers’ reduced ability to teach the programme as approved.

Policy statement

The ITE Emergency Response Policy applies to all ITE providers delivering approved ITE programmes of any duration in Aotearoa New Zealand.

The policy sets out an approved list of temporary policy changes that can be agreed by the Council once a threshold for an emergency has been reached.

As the set of temporary programme changes will not fundamentally change opportunities for student learning over the duration of an ITE programme, and the Minister has agreed this limited set of temporary changes, the Council will not need to consult with the Minister on each ITE provider's temporary changes applications for these items in emergency situations.

Note that requests for alternative Professional Experience Placement (PEP) or assessments, where an emergency situation is ongoing (item 8), and temporary programme changes 1-7 have already been implemented, may be referred to the Emergency Response Panel for consideration and a decision.

Where programme changes in response to an emergency are sought that sit outside the temporary changes agreed by the Minister, the Council will follow the consultation process set out in the Act.

Temporary programme changes not requiring further consultation under this policy

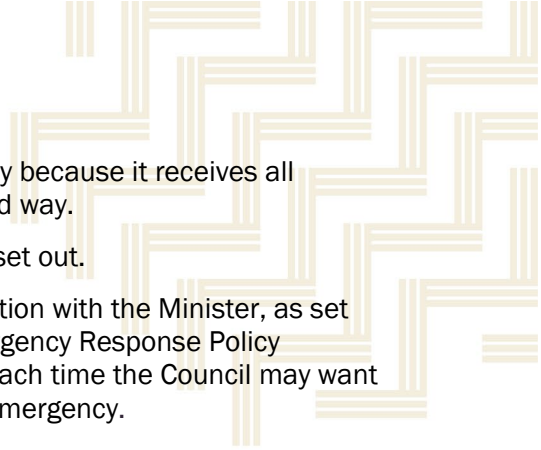
1.	<i>Notification to move Professional Experience Placements (PEP) to an alternative date.</i>	Refer to ITE requirements 3.1, 3.2 and 3.5
2.	<i>Notification of removal of requirement for consecutive block of teaching practice.</i>	Refer to ITE requirements 3.1, 3.2 and 3.5
3.	<i>Notification of removal of requirement of away teaching block, on the understanding that the opportunity for an away teaching block will be provided at a later date.</i>	Refer to ITE requirements 3.1, 3.2 and 3.5
4.	<i>Notification of proposed use of a short period of assessed field/school-based experience as substitute for PEP hours.</i>	Refer to ITE requirements 3.1, 3.2 and 3.5
5.	<i>Notification of removal of mandatory hours for employment based and/or field-based practice</i>	Refer to ITE requirements 3.1, 3.2 and 3.5
6.	<i>Proposed temporary change to visiting protocols for PEP.</i>	Refer to ITE requirements 3.2 and 3.3
7.	<i>Notification of change to temporarily provide online delivery for face-to-face components of programmes.</i>	Refer to ITE requirement 3.1
8.	<i>Requests for alternative PEP or assessments, e.g., micro teaching, simulated teaching, small group teaching, hybrid teaching, online teaching, where an emergency is ongoing and temporary programme changes 1-7 have been implemented.</i>	Refer to ITE requirements 3.1, 3.2, 3.3 and 3.5. This could also impact on ITE requirements 4.1 and 4.3, and assurance that assessment meets expectations would need to be provided.

Implementation of the policy

The Council's Policy and Implementation and Teacher Capability and Collaboration teams are responsible for the ITE Emergency Response Policy. The Teacher Capability and Collaboration team will be primarily responsible for receiving and processing applications under the ITE Emergency Response Policy.

Implementation of the policy is supported by the ITE Emergency Response Process which will ensure that:

- ITE providers know how to assess the impacts of the emergency on their programme/s and know how to apply to the Council for a temporary programme change.

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- The Council can make programme approval decisions more efficiently because it receives all relevant information from the ITE provider in a timely and streamlined way.
 - The process for returning to approved programme delivery is clearly set out.
 - Because changes to the ITE Requirements normally require consultation with the Minister, as set out in the Education and Training Act 2020 (479(1)(h)), the ITE Emergency Response Policy removes the need to re-consult the Minister for the specified items each time the Council may want to approve a temporary change for a programme in response to an emergency.