



**EDUCATION COUNCIL BRIEFING
TO THE INCOMING MINISTER**

OCTOBER 2017

Mata: face Tū: to stand

MATATŪ AOTEAROA

Matatū Aotearoa comes from the words Mata: face and Tū: to stand.

Matatū: to stand up and take notice; to ensure you're alert so you can take on the challenges that appear before you and that you are aware of your surroundings by looking in all directions not just one.

Our design represents the many pathways an individual takes to seek knowledge—being aware of the various environments, taking on the challenges along the way and striving to be the best they can be.

With knowledge comes learning; with learning comes expertise; with expertise comes the ability to teach and pass on the knowledge to guide those who follow.





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INTRODUCTION

This Briefing to the Incoming Minister (BIM) provides an introduction to the Education Council/Matatū Aotearoa (Council) and accompanies the Education Sector BIM which is attached. This Briefing sets out our role within the wider education system to support the success of every learner through high quality teaching and effective leadership.

The Education Amendment Act 2015 disestablished the Teachers Council and introduced the Education Council. The Amendment Act expanded the Education Council's statutory role, functions and powers, and has increased the scope of the Education Council's statutory remit compared to its predecessor. Its purpose as stated in the Act is now:

“...to ensure safe and high quality leadership, teaching, and learning for children and young people in early childhood, primary, secondary, and senior secondary schooling in English medium and Māori medium settings through the raising the status of the profession.”

Established in July 2015, the Council is charged with providing leadership and direction to the teaching profession. There are over 100,000 registered teachers from early childhood education through to primary and secondary schooling in both English and Māori medium settings. Our basic tenet is that to improve the achievement of learners requires motivated, knowledgeable, and capable teachers and leaders who are trusted by the public and dedicated to enabling students to be successful.

This transformational change brings with it a reinvigorated responsiveness to Māori and biculturalism, particularly in our commitment to better understand the Treaty of Waitangi.

The Council is governed by the Education Council Board existing of nine members – appointed by the Minister of Education (see Appendix 2).

Together with the profession, we work to assure the public's confidence in the teaching profession. As an independent statutory body, we enable the profession to have more say in the development of what it means to be and practise as a teacher as described in the Code of Professional Responsibility and Standards for the Teaching Profession. Evidence suggests that this is the best way to achieve a lift in quality teaching because it enables and empowers the profession.

In common with other professional bodies, there are three fundamental principles that underpin our role:

- Our profession is standards-based: we ensure that all certificated teachers are competent and maintain the trust and confidence of students, their families and whānau, and the public.
- Our profession is service-oriented: every teacher's practice is directed at making a positive difference for students.
- Our profession is knowledge-based: teaching requires a complex mix of specialised knowledge and practice about learning, relating to and caring for people, and shaping futures.

The Education Council supports system changes to improve the quality of teaching and education leadership having the needs of children and young people, and the public interest at its heart. We have a unique role given our legislative responsibility to work across the whole system – Early Childhood Education, Primary, Secondary and beyond. While the Ministry of Education (MoE) has policy oversight of the education system, we work collaboratively with the MoE, the New Zealand Qualifications Authority, the Education Review Office, and other education partners in supporting and lifting our whole education system.

As a non-government Independent Entity, we provide evidence-based advice to our Board and Ministers on professional issues. This independence also enables collaboration and consensus building across the profession. We want to be known as an organisation that actively and openly engages with teachers and other education stakeholders; that listens and responds; that co-designs and co-implements our work; that treats teachers as the professionals they are and champions them (amply demonstrated by our collaborative work on the new Code of Professional Responsibility and Standards for the Teaching Profession (see part 2).

We need to attract the best and the brightest to the profession, raise the profile of teaching and its contribution to our nation, continuously improve the quality of teaching practice, and invest in capable and inspirational leadership. We must do this for our earliest learners through to our senior secondary school students.

A basic belief of the Council is that the quality of teaching and education leadership has the biggest effect on raising achievement, and it is essential that our teachers and education leaders have an effective and efficient professional body to support them in their critical roles. The broad functions of the Council enable teachers, collectively, to build their professionalism, achieving not only a lift in quality and consistency of quality practice, but also the development of new solutions and practices for the future. Our key functions include:

- setting expectations of practice and behaviour (Code and Standards);
- setting requirements for Initial Teacher Education (ITE) programmes;
- approving ITE programmes;
- ongoing professional development for teachers;
- sharing best practice;
- promoting appraisal for both accountability and development;
- processing teacher registration and certification applications; and
- managing complaints related to competence and conduct.

The Council's Strategic Plan 2016 to 2021 sets out five ways we are empowering and professionalising teaching:

- Strengthening a self-managing profession
- Building professional capability
- Enabling leadership of a coherent, high performing education system
- Enhancing our own effectiveness as an organisation
- Speaking out and speaking up for the profession.

The Council has four goals:

- Collective responsibility for the learner journey and equitable outcome for every learner
- Every teacher and leader embraces improvement, innovation and change
- Consistent high quality teaching and leadership within and across learning environments
- Champion the profession.

These actions and goals have the ultimate purpose of maximising the success of every learner through effective leadership and teaching, as required in the Education Council's statutory purpose and function.

WHAT HAS THE EDUCATION COUNCIL ACHIEVED IN ITS FIRST TWO YEARS?

- We developed a Centre for Leadership Excellence and held two national and ten regional fora aimed at developing leadership capability for Kāhui Ako leaders.
- We launched the Code of Professional Responsibility (the Code) and the Standards for the Teaching Profession (the Standards).
- We constituted a Competence Authority with powers ranging from the ability to impose conditions on a teacher's practice designed to improve their competence, through to cancelling a teacher's registration.
- We have refined and strengthened our processes for conduct and competence of teachers, developing more robust and efficient processes.
- We have begun moving towards an online practising certificate renewal system for teachers making it quicker, more secure and convenient.
- We have made significant progress on developing a leadership strategy and we are expecting our proposals to be ready for consultation later this year.
- We have made decisions on the first phase of our ITE strategy, following a period of consultation.
- We have commenced the transition to a PLD function at the Council.

OUR TEACHERS

Teacher registration is one of the main ways employers, learners, family/whānau and the wider community can be assured that a teacher is qualified, safe and competent. There are over 100,000 registered teachers in New Zealand with a current practising certificate and the online register makes public these teachers' certification status and fitness to practise. It shows the certification category of a teacher and when necessary, cancellation or conditions imposed through the conduct and competence processes.

The Council's website features clear and concise information about how a teacher gains and maintains registration, the standards required for certification, policies, and application process information.

The Council registration team deals with over 35,000 applications for practising certificates each year. A comprehensive breakdown of 2016-17 numbers for the Council's registration processes is included in Appendix 1. The teacher registration and career pathway is included in a graphic attached to this briefing.

The Council receives fortnightly reports, which match its data with payroll for those employed by the state, for around 56,000 records. The Council monitors those who are teaching unlawfully and writes to remind them of their legal requirements. Registration Officers follow up with teachers who have applications pending to ensure that extensions are issued or the required documents are supplied so that the applications can be approved.

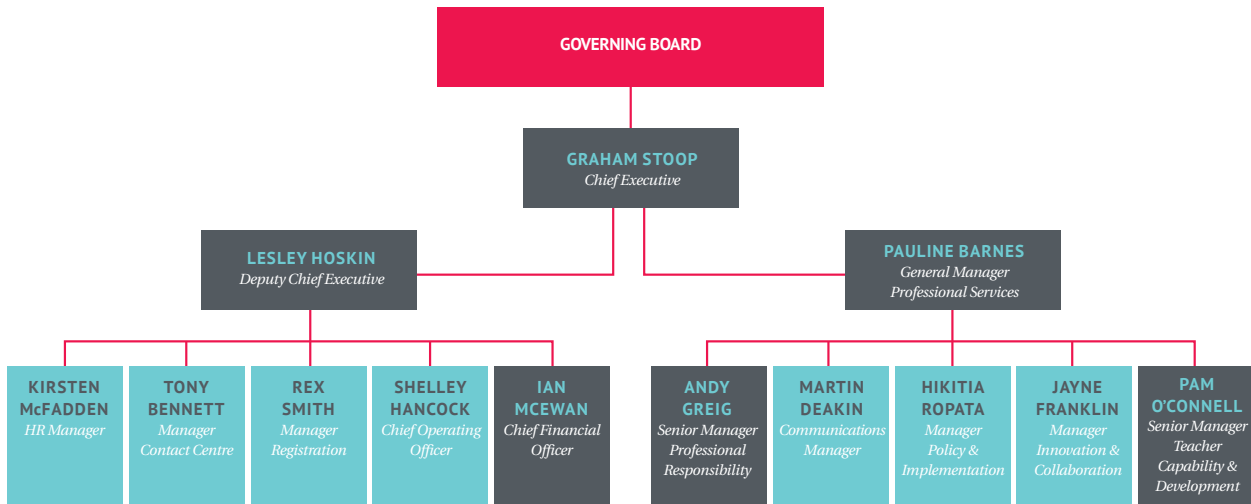
Section 355(1) and 361(6) of the Education Act 1989 requires the Council to obtain a police vet prior to registering a teacher and prior to issuing or renewing a practising certificate or Limited Authority to Teach. The Council has previously made a submission on the "*Cost Recovery for Certain Police Services Discussion*" paper, arguing against full cost recovery for Police vetting of teachers because of the broader public benefit such vetting provides, ensuring only those meeting high standards remain in the teaching profession. We now have agreement that police vetting will be funded through Vote Police until July 2019. What happens after June 2019 is still to be determined, but we expect to retain a high priority service.



PART 1
OUR ORGANISATION AND PEOPLE

OUR ORGANISATION AND PEOPLE

MANAGEMENT ORGANISATION CHART



EDUCATION COUNCIL COMMITTEES, ADVISORY GROUPS AND OTHER BODIES

The Governing Board

The Act states that the Governing Board must have nine Members, appointed by the Minister of Education.

Members can serve up to three terms of up to three years each. At least five of our Members must be registered teachers with a current practising certificate, and at least five Members must be appointed from nominations received following notice of a vacancy in the New Zealand Gazette. Each Board Member brings a unique set of skills and competencies, so that together Members provide a solid foundation for a strong and healthy organisation in the future. The Governing Board is chaired by Barbara Ala'alatoa.

Standing Committees

Board Members sit on two standing committees: 'Risk, Audit and Finance', and 'Human Resources and Remuneration'. These committee members make recommendations to the whole Board for final approval. The members are listed at Appendix 2.

Advisory Bodies

The Board has established advisory bodies to provide it with strategic advice in Māori medium and Early Childhood Education (ECE). The members are listed at Appendix 2.

The Council is part of a cross-sector Children's Action Plan Workforce Advisory Group providing advice related to the development and implementation of the workforce initiatives outlined in the Children's Action Plan. As part of this, it is assessing the implications of the vetting and screening guidelines in the Vulnerable Children Act.

Bodies advising on conduct and competence matters

When we receive a complaint or mandatory report with concerns about teachers' conduct or competence, or if we are notified of a teacher's conviction, the Council's Triage Committee considers whether the matter needs to be investigated. Possible conduct issues are investigated and referred to the Complaints Assessment Committee (CAC). The CAC decides what action to take. This could range from no further action to referral to the Disciplinary Tribunal. The CAC must refer a teacher to the Disciplinary Tribunal if it considers the matter may constitute serious misconduct. The CAC comprises panels based in Christchurch, Wellington and Auckland, each with four members.

Possible competence matters are reviewed by our Professional Practice Evaluators and the more serious of these cases are referred to the Competence Authority. The Competence Authority is established under the Education Act (from an amendment to the Act that came into effect in May 2017). The Competence Authority has a range of powers ranging from the ability to impose conditions on a teacher's practice designed to improve their competence, through to cancelling a teacher's registration. The Competence Authority consists primarily of teachers, but is required by law to have at least one person who is not a teacher.

The Disciplinary Tribunal (the Tribunal) is a quasi-judicial body that considers matters referred to it by the CAC. The Tribunal can suspend a teacher's practising certificate, annotate the Teachers' Register, or order cancellation of a teacher's registration.

An impairment means an aspect of a teacher's mental or physical health or disposition that may adversely affect the teacher's ability to carry out their functions as a teacher competently and safely (for example, an addiction, mental health condition or personality trait). The Competence Authority, along with the Tribunal and the CAC, can refer a teacher to the impairment process. This is an advisory-only body that investigates teacher impairment and provides recommendations to the referring bodies.

The number of teachers investigated for issues of conduct or competence during the year ending 30 June 2017 are shown at Appendix 3.

Education Council staff

Our Governing Board is supported by an organisation of about 100 employees led by a chief executive (Dr Graham Stoop). The number of staff will increase to around 130 with the further expansion of functions required under the current Act. Our staff are working to implement our statutory functions and strategic direction across two main areas; Professional Services, and Operational Services.



Health and safety

Our Governing Board, and senior leadership team, undertook training around their responsibilities under the new Health and Safety at Work Act 2015 and approved a new Health and Safety Policy reconfirming our commitment to maintaining a healthy and safe working environment. Systems have been put in place to ensure we are meeting our obligations and that staff are aware of their responsibilities.

We are working with the Ministry of Education Training Team to develop an induction landing page for all staff to be hosted on the Ministry of Education Sector Learning Management System (LMS). The first iteration of that page contains an introduction video by Dr Graham Stoop, a Health, Safety & Wellness module, an Information Security and Privacy module (based on the version created for the Policy team in the Ministry of Education) and a Code of Conduct module, (also based on the Ministry of Education module, which includes elements of the State Services Commission Code of Conduct for Public Servants). The page will be released for use by Education Council staff by November 2017.

Staff capability building

As part of building our people and their capability, we carry out the following activities:

- Identify staff to undertake an aspiring leadership development programme for those people thinking of becoming leaders
- Training contact centre staff on handling difficult conversations
- Implementing a new, professional development plan and performance appraisal process.
- Building staff capability in te reo, our responsiveness to Māori and biculturalism, particularly in our commitment to better understand the Treaty of Waitangi.

Online Services Project

Education Council Online Services has completed the RFP process and a preferred technology platform and supplier has been selected. The supplier will deliver an online solution to support the Education Council's four core functions and provide a platform that can meet the broader needs across the Education Sector for efficient and effective workforce management processes and customer service. The Project is currently in the planning stages for discovery and design, and negotiation of the Master Services Agreement for the multi-agency contract with the vendor is underway. The first agencies to receive the online system will include the Ministry of Education, Education Council and Education Payroll Ltd. The agreement will also be scalable so that all of the education agencies will be able to use the platform, and the system will be future-proofed at an education sector level during the design process.



PART 2
OUR WORK AND PRIORITIES





PART 2 OUR WORK AND PRIORITIES

Our Code, Our Standards

On 1 July 2017, after a year of comprehensive consultation, we launched the Code of Professional Responsibility (the Code) and the Standards for the Teaching Profession (the Standards). They were developed with the profession for the profession. They are the foundation for lifting the status of the profession by building its reputation as one which values the highest standards of behaviour and professionalism.

The Code and Standards also serve to clarify expectations and benchmarks for teachers so they are better equipped to manage their learning, development and practice with their peers and professional leaders.

The Code, effective from 1 July, replaced the Code of Ethics and was established through amendments to the Act in 2015. The Code sets out the standards of integrity and ethical behaviour expected of all members of the teaching profession. It is a public statement by the profession of its shared principles that guide teaching practice. Under the Education Act 1989 (the Act), all certificated teachers and those who have been granted Limited Authority to Teach (subject or skill specialists who do not hold a teaching qualification) are bound by the Code which empowers their every-day decision-making about behaviour and values.

The Standards were established through the Education Amendment Act 2015. They replace the Practising Teacher Criteria. The Standards describe the expectations of effective teaching practice in New Zealand. They provide a benchmark for practice, a tool for appraisal, and a framework for lifelong learning and development. Teachers are required to meet the Standards for the issue or renewal of a full practising certificate, evidenced

through meaningful appraisal against the Standards. This increases understanding of the relationship between quality teaching practice and optimal outcomes for learners.

We are encouraging teachers, schools, kura and centres to begin using the Standards for appraisals as soon as possible, and from 1 January 2018 they will be fully in place for use in all appraisal and development conversations, and for practising certificate applications.

We are developing a range of resources to support teachers' understanding, ownership and everyday use of the Code and Standards. These resources will be available on a dedicated website and through professional development workshops.

FUTURE-FOCUSED INITIAL TEACHER EDUCATION

Following consultation with the sector, we have been given the mandate from our stakeholders to lead the redesign of our ITE system. We have taken a whole of system approach, rethinking how we recruit and select students, lifting the quality of ITE programmes, setting high standards for graduates, and supporting beginning teachers to reach full certification.

In June this year we publicly consulted on our proposals for future focused ITE, specifically strengthening the quality of all ITE programmes from 2020 by:

- setting clear standards for ITE graduates to be met prior to graduation, and replacing the existing Graduating Teacher Standards with the New Standards for the Teaching Profession;
- raising entry requirements for ITE, particularly literacy and numeracy capability;
- strengthening the quality of practical placements;
- supporting programmes that prepare teachers to teach across non-traditional age group ranges; and
- expanding the availability postgraduate programmes at level 8 and above.

We received over 190 submissions from teachers, providers and education sector organisations which strongly support a programme of work to lift and strengthen ITE. The Governing Board has made decisions on our subsequent proposals and will brief you before announcing them more broadly.

Alongside the development of future focused ITE programme approval requirements, we intend to build an ITE system with the following features:

- clear managed pathways that support teachers from graduation to full certification, and retain more teaching talent in the profession;
- aligned graduate supply and future workforce needs and stronger kaiako workforce to support our Māori medium education system;
- more efficient approval, monitoring and review of ITE programmes with a greater focus on graduate outcomes;
- an increased pipeline of high calibre and diverse students entering ITE through good career advice and the review of Teach New Zealand scholarships; and
- a more collaborative and coherent network of ITE provision.

To this end, we are establishing an ITE advisory group of ITE sector representatives and experts, to advise us on the design and implementation of the work programme to be delivered over the next 18 months.

Expanding postgraduate qualifications

Evidence from high-performing education systems around the world supports postgraduate qualifications as the benchmark for new teachers entering the profession. As a consequence, the Education Council undertook consultation on this issue, consistent with its statutory functions. As a result our view is that teaching should, over time, become a postgraduate profession. We will work closely with education agencies to better understand and address some of the risks involved and potential impacts.

TRANSITION OF PROFESSIONAL LEARNING AND DEVELOPMENT

A project has been underway as agreed by the previous Government to move centrally funded professional learning and development (PLD) to the Education Council, and to include its allocation and delivery to schools, kura, Communities of Learning | Kāhui Ako (Kāhui Ako) and early learning educators. The transition of PLD services from the Ministry of Education to the Council will have components transitioned from early 2018. The Ministry of Education will continue to have a role in some areas of PLD.

Importantly, the new design of PLD was developed with education stakeholders to intentionally target teachers of the most vulnerable learners and the unique needs of each school and centre. This is a new approach, which places the profession at the centre of decision-making about what teachers need. This is because teachers know their learners, learners' whānau, and community.

This model encourages the growth of local capability and sharing of expertise. This reflects the Kāhui Ako approach. Schools, centres, kura and Kāhui Ako can choose longer term and more agile support with multi-year allocation.

The national priorities in this model of PLD continue to be set by government as a result of information received from the sector with government leadership and regional design allowing for flexible policy responses. Curriculum focus can be prioritised to align with areas of concern, in turn, signalled by national achievement data and international evidence. Over time, the Council expects to provide advice to government on professional development needs and priorities.

We have built expertise for the implementation of PLD with staff appointments that are strengthening trusted relationships with the sector, including Māori medium. The transition team is preparing the conditional grant, and this will define accountabilities for PLD, and establish supporting financial, monitoring, and evaluation responsibilities.

GROWING AND DEVELOPING LEADERS

Our goal is to support and develop strong, resilient and adaptive leaders across the sector. We have worked with the education sector in the establishment of the Centre for Leadership Excellence as the mechanism for enabling leadership. This year we are focused on the collaborative development of a leadership strategy to guide the future investment in supporting and growing leaders and leadership across the profession. This is being done with the profession, academic community, education agencies and Māori leaders consistent with the function and purpose of the Education Council mandate.

A draft strategy will be ready for consultation in early November, with consultation and socialisation intended to extend through to the end of March. We will brief you before the strategy is released.

Our final National Leadership Forum for Leaders in Communities of Learning | Kāhui Ako will be held on 31 October 2017. It will focus on how leaders can leverage collaboration and innovation in challenging and complex circumstances to impact change for learners which will inform the Council's future investment in leadership. We will work with your office to arrange an invitation for you to speak.



TEACHER EDUCATION REFRESH (TER) PROGRAMME UPDATE

Registration

The Education Act 1989 (the Act) requires applicants for registration to be satisfactorily trained to teach. While this is defined by the Education Council, we must by law take into account the applicant's qualifications and training. Registration is for life unless removed by the Disciplinary Tribunal.

Practising certificates

That Act requires all teachers applying for a practising certificate of any type to be registered teachers. Practising certificates of every type need to be renewed every three years. Teachers applying to renew their practising certificate, are statutorily required to:

- have satisfactory recent teaching experience;
- have had a satisfactory Police vet within the past 3 years;
- have completed satisfactory professional development during the past 3 years; and
- meet the standards and criteria maintained under the Act.

Satisfactory recent teaching experience is defined in the Act as teaching employment of two years in the last five years or a shorter teaching service requirement determined by the Education Council. The Act also allows us to define other criteria and standards for the issue and renewal of a practising certificate. The Standards for the Teaching Profession (*the Standards*) are crucial to determining whether a teacher has the competencies to be granted the right to practice. Co-designed with the profession, *the Standards* define what good practice looks like and meeting them is a requirement for the grant of a full practising certificate.

We expect all provisionally certificated teachers to complete the specified teaching service requirements to meet the new *Standards* before they can be issued with a full practising certificate. To ensure all teachers maintain the currency of knowledge (as per the Act's definition of *satisfactory recent teaching experience*) to deliver quality education to learners and maintain high teaching standards within the profession, we expect all teachers to do this within six years of completing their teaching qualification or from when they were granted teacher registration. This is a reasonable interpretation of the intentions of the Act concerning *satisfactory recent teaching experience*, which we have also used to determine the currency of *satisfactorily trained to teach*.

All provisional teachers are granted a three year provisional practising certificate to meet these requirements and they are eligible for a two year induction and mentoring programme to help them to meet the *Standards*. For those who are unable to do this, we provide a further three years to achieve the requirements, in line with the statutory requirements.



For the small number of teachers who have not obtained a full practising certificate within six years, the Education Council requires them to complete a Teacher Education Refresh (TER) programme. TER was developed in 2013 and implemented as a Council requirement from 2015. This was to:

- ensure the professional knowledge and practice of teachers who have had limited teaching experience, and who have been provisionally registered for six years, is up to date; and
- establish the expectation that provisional registration is for a limited period during which time teachers are expected to participate in induction and mentoring and meet the Registered Teacher Criteria (now *the Standards*) to gain full registration.

Since July 2014, TER programmes have been offered nationally by three approved providers: The University of Auckland, Te Rito o Maioha and The University of Waikato.

Requiring teachers to either demonstrate meeting the Standards to be issued with a full practising certificate, or complete the TER programme within a specified time frame provides assurance of teacher competence and will lead to improved outcomes for ākonga.

The TER programme has been designed for two groups of teachers:

- Provisionally certificated teachers who qualified and were issued with a provisional practising certificate more than six years ago; and
- Qualified unregistered teachers seeking to apply for registration for the first time, whose initial teacher education qualification is more than six years old.

The number of teachers who currently seek to undertake the TER each year represents around 0.3 percent of the active teacher workforce (approximately 300 teachers).

For a very small group of teachers – some relieving teachers and Itinerant Teachers of Music the requirement to undertake a TER, and the cost effectiveness of the programme, are not satisfactory. We have made significant progress in addressing these issues including a review process for eligible teachers, and we have agreed to provide an Extension to Teach for many more teachers while they are undertaking the TER course so that they can earn as they learn. Affordability is a crucial factor in ensuring teacher access to the TER programme and it is being rigorously examined in all of the new proposals received in the recent RFP for TER providers.

In some circumstances, teachers may not be able to undertake the induction and mentoring required for them to obtain full certification. In particular this affects itinerant and part time music teachers who work very few hours across many locations. To address this problem, we have drawn up a Memorandum of Understanding (MOU) to support eligible provisionally certificated itinerant and part-time teachers of music to gain full certification.

We have also drawn up an MOU to assist eligible provisionally certificated teachers who may not have a suitable mentoring programme currently in place to participate in up to a year-long induction and mentoring programme to assist them to achieve a full practising certificate. Both programmes have been widely advertised and individual teachers who may be eligible are being contacted.

AUDIT OF APPRAISAL

The Education Review Office (ERO) completed approximately 4,000 audits of appraisals in 2016-17. This is more than 10 percent of the practising certificates issued and renewed and covers the secondary, primary and early childhood sectors. Audit data was grouped into “issued satisfactory”, “issued unsatisfactory”, “renewed satisfactory”, and “renewed unsatisfactory”.

The overall trend is positive with gradually more appraisals systems being judged satisfactory. ERO is also tracking and reporting compliance trends across the sectors. Useful information from the data will be used to identify opportunities for the Council, schools, ECE services and the wider education sector.

IN 2016-2017

WE HELD

5 Review Panels

for existing ITE programmes

DELIVERED AT

21 locations,

the professional development programme on the Appraisal of Principals

PROVIDED

3,984 teachers

with workshops and presentations

HELD

“What is Evidence?”

workshops at schools and early childhood centres to promote teacher appraisal and induction and mentoring.

INTERNATIONAL LINKS

The Education Council has been successful in its bid to host the next meeting of the International Forum of Teacher Regulatory Authorities (IFTRA) in Wellington in autumn 2018. IFTRA comprises teacher authorities from England, Wales, Northern Ireland, Scotland, Malta, Canada, South Africa, Nigeria, Australia and New Zealand. Securing this prestigious event puts New Zealand on the international map for teacher professional bodies. We will work with your Office to arrange an invitation for you to open the conference, and will provide further details in due course.

Hosting this event will expose us to some of the leading agencies of this type in the world. We will see the best of best practice and learn about leading developments in the issues facing teaching professional bodies on a global scale. It will also be an opportunity for New Zealand to showcase the innovative work we are doing to elevate the status of teachers such as our leadership development programme for Communities of Learning | Kāhui Ako. Education Council chief executive Dr Graham Stoop secured the rights while in Dublin recently attending the latest IFTRA conference in Dublin.

As a precursor to the conference, different jurisdictions are offering webinars to stimulate the conversation. New Zealand hosted a webinar in October entitled, "Te Whāriki", which explores how the New Zealand early childhood curriculum has worked as a unifying force to protect the diversity of ECE provision.

Teaching is a global profession. Building on its growing relationship with other international teaching authorities, the Council continues to benchmark its practice internationally to promote and maintain the highest professional standards possible. In particular, it has maintained regular meetings with Australian teacher registration and accreditation authorities to support the easy movement of teachers between the two countries under the Trans-Tasman Mutual Recognition Agreement. The Council is also working with other education agencies to streamline the recognition and transition for suitably qualified international teacher applicants seeking employment in New Zealand. The Council continues to respond to a wide range of requests from overseas jurisdictions for information and advice on how its core processes operate.



FUTURE OPPORTUNITIES

Early Childhood Education

Evidence shows that high quality early childhood education has significant benefits for children's achievement well into secondary school.

We are intending to lift the quality of education through our work in future-focused initial teacher education, and by providing effective professional learning and development (PLD) for early childhood education (ECE) teachers. PLD in the ECE sector has been less systematic than in the compulsory schooling sector but it is critical to strengthening outcomes for learners. As the Council takes responsibility for PLD, we expect a better picture of the opportunities and needs of teachers. We intend to encourage collaboration between ECE teachers and leaders, and Kāhui Ako and schools particularly in areas where ECE services have strengths in parent/whanau engagement and rich curriculum implementation.

In June this year we established a new Early Childhood Education Advisory Group (ECEAG) which provides advice and recommendations to the Education Council on ECE matters that are of concern or potential interest to us and our strategic goals. The ECEAG will provide guidance to us on lifting the quality of teaching in ECE. The ECEAG membership comprises representatives from across a range of ECE settings and is listed at Appendix 2.

Supporting expertise of teachers in Te Reo/ lifting cultural competency

The shift in demand for teachers with Te Reo Māori capability continues to grow and the Council has a role to play in ensuring the teaching profession can meet the cultural competencies and expectations that it sets for itself. As one of the key agencies with responsibility to approve and monitor ITE and Teacher Education Refresh programmes, the Council will better clarify expectations with providers about the quality and level of Te Reo Māori and Tikanga Māori components of programme provision. This work supports the implementation of the profession's own '*Code of Professional Responsibility and Standards for the Teaching Profession*'.

The publication and implementation of *Our Code, Our Standards: Ngā Tikanga Matatika Ngā Paerewa* has lifted expectations for all teachers and kaiako to respond to their learners in culturally specific ways. Te Tiriti o Waitangi partnership, the first of six standards, requires teachers to understand the unique status of tangata whenua in Aotearoa New Zealand, understand and acknowledge the histories, heritages, language and cultures of partners to Te Tiriti o Waitangi, and to practise and develop the use of te reo and tikanga Māori. Teachers will now need to demonstrate progress in these competencies as part of their graduation, registration and ongoing practising certification. Other standards amplify this competency as evidence in practice. We expect professional learning opportunities and appraisal processes to lift and monitor teacher capability, taking shared responsibility for Māori learners to achieve educational success as Māori.

Influencing/Building a digitally rich profession

We have a role in supporting the profession to keep up with the pace of change and prepare young New Zealanders for a globally digital world of work. The Code and Standards work provides the key platform to enable change. Our future focussed ITE work will ensure that programme provision enables future teachers to have the skills and aptitude to deliver out Digital Technologies curriculum. Responsibility for the quality of initial teacher education, centrally funded PLD, comprehensive leadership supports and networks of expertise means the Council has a unique system opportunity to align levers for continuous improvement for the profession across all sectors. Undoubtedly, as a government priority, use of digital tools to enhance learning within a rich curriculum, will be a strong focus for all schools, kura and centres. The centrally funded demand driven PLD model will allow schools, kura, centres, and Kāhui Ako to assess their own learning needs in Digital Technologies Hangarau Matahiko. We will ensure that all providers can meet these expectations, particularly for Māori medium education.

Workforce supply and demand

The Council recognises that workforce planning is a vitally important part of our overall education strategy. Currently, it is not one of our functions to collect data to help better inform workforce strategy and planning. Therefore we have never collected information on teachers to support this work such as information on their specialist subjects or the subject areas they might be actually teaching in. It is unlikely that we would ever be able to do so. However, we are in the process of implementing online services across our business, and this creates an opportunity to consider where we can collect other information that could usefully contribute to creating a wider system view, within the privacy constraints, within the legal parameters that guide our work, and without interfering in the MoE's Workforce responsibilities. Since we only renew practising certificates every three years, there would be a lag in any information we do hold.

The Council is also taking part in inter-agency discussions with the aim of simplifying the process of recognising the qualifications of teachers from abroad and reducing duplication in the immigration system to get them into teaching in New Zealand faster. We are also in the process of signing an MoU with NZQA and Education Payroll Ltd for six countries to agree a pre-agreed qualification assessment.





PART 3
EDUCATION COUNCIL FUNDING



As we noted in the Introduction, the Education Amendment Act 2015 disestablished the Teachers Council and introduced the Education Council. The Amendment Act expanded the Education Council's statutory role, functions and powers, and has substantially increased the scope of the Education Council's statutory remit compared to its predecessor. There are also increased costs that come with implementing legal requirements to change processes for mandatory reporting. However, the Education Council has charged the same fees as the Teachers Council since its establishment, despite the annual operating deficit incurred by the Teachers Council and inherited by the Education Council, and despite the conclusions of an independent assessment of the Teachers Council's financial position that it sought in November 2014. The report (dated February 2015), which was first presented to the Teachers Council and then to the Transition Board, concluded that there was a strong need for a fee increase to preserve the Teachers Council's financial position and prevent the Teachers Council becoming insolvent in September / October 2017. The Education Council was informed by the Transition Board in 2015 of the need to increase fees, though it agreed not to do so in its first year of establishment.

The Education Council received one-off funding of \$3 million from the Government to cover its initial establishment costs, and the drafting of new practice standards and a code of professional responsibility for teachers.

In October 2016, the Ministry of Education sought Cabinet approval to provide the Education Council with transitional funding to support the Council to become self-sufficient in performing its statutory functions under the Education Act 1989, including raising the status of teaching, leading the teaching profession, and setting and maintaining high professional standards for teachers and education leaders.

In November 2016, Cabinet agreed and announced that the Education Council would receive \$21.34 million in transitional funding over the next three years. The transitional funding is intended to cover the period up until the current collective agreements expire in June 2019 during which period the Education Council would undertake a full consultation on the fees charged. The transitional funding, which is a one-off investment, is conditional on the Council becoming self-sufficient and financially sustainable by 1 July 2019. The Funding Agreement sets interim milestones that the Education Council must achieve before the Ministry transfers funds.

THESE MILESTONES ARE:

- Appoint an external financial advisor by November 2016
- Appoint a chief financial officer by January 2017
- Develop an interim business plan by February 2017
- Completion of a final detailed business plan by April 2017
- Undertake any required processes on the proposed revenue sources required by the Education Act by June 2017
- Completion of an independent financial review by October 2017
- Confirmation of a sustainable long term plan by October 2017
- Develop and implement the processes, staff structure, internal policies and resources to deliver the roles and functions set out in the Act by November 2018
- Finalise revenue proposals in time to establish the necessary fees by the expiry of collective contracts by February 2019
- Develop and provide an updated business plan and associated forecast for maintaining ongoing sustainability by April 2019
- A requirement to report back to the Ministry on progress on a quarterly basis

The transitional funding was decreased by \$0.785M by agreement to reflect that the Council is exempt from police vetting fees. The \$0.785M has been transferred to Vote Police.

We provide quarterly updates to the Ministry of Education on our progress, our financial position and how we are addressing a more sustainable revenue model. We have calculated the cost of delivering to our broader functions and continue to discuss our options for future sustainability. We have employed a chief financial officer and have produced a robust and sustainable business plan which sets out the costs of each function as set out in the Education Act 1989, and how we will become self-sufficient in meeting each of those costs.

Michael Rondel was appointed to the Governing Board in January 2017. Michael has extensive corporate finance experience which will support the Council's strategic strength by bringing additional expert financial experience.

The Ministry of Education has commissioned an independent financial review that will report by the end of October on how we are progressing towards financial sustainability. This was a condition of the funding agreement. The investment by Government will enable us to progress on delivering our work programme as set out in our strategic plan, while building capability within the organisation to deliver on the work programme. It will ensure the work over the last two years remains on track for delivery and provides the space to consult with teachers over the increased fees.

We consulted with the profession on a proposed increase in fees to take effect from 1 July 2019 during April/May 2017. We received over 10,000 individual responses to the consultation document and it has taken several months to undertake the analysis of them. The volume of feedback received has delayed the decision on whether there will be any new fees. We will be seeking an early meeting with you to discuss the consultation on the proposed fees increase.

Our financial modelling developed to support the consultation showed that if fees did not increase from 1 July 2019 the Council will be faced with a deficit of over \$9m per annum. The proposed fee increase has the current fee of renewing a teacher's practising certificate for three years of \$220.80 increasing to \$510 for three years.

A Statement of Comprehensive Revenue and Expense is shown at Appendix 4 and a Statement of Financial Position is shown at Appendix 5.



PART 4
APPENDICES



APPENDIX 1

TEACHER REGISTRATION NUMBERS FOR THE PERIOD 1 JUNE to 31 AUGUST 2017

Applications approved by category

Applications Timeliness (% within 20 working days)

Applications for Registration	449*	31%
Renewal	5953	59%
Provisional/STC to Full	709	18%
Limited Authority to Teach** approx	88	

* This figure includes applications from those with overseas teacher education qualifications.

**Limited Authority to Teach applications are authorisations to employ someone in a teaching position who is not a trained or qualified teacher. Such applications need to be requested by a professional leader who demonstrates that there is not a suitably trained and qualified teacher who can be employed in the specific teaching role for a specific time period.

NUMBERS OF TEACHERS WITH A CURRENT PRACTISING CERTIFICATE AS AT 31 AUGUST 2017

Registration Category	Number
Full	approximately 70,107
Provisional	approximately 14,098
Subject to Confirmation	approximately 8,509

APPENDIX 2

COUNCIL MEMBERS, SENIOR STAFF AND ADVISORY BODIES

MEMBERSHIP OF THE GOVERNING COUNCIL (With final date of service)

Barbara Ala'alatoa MNZM: Chair Principal of Sylvia Park School in South Auckland. 1/07/2018.

Anthony Mackay: Deputy Chair. Chief Executive of the Centre for Strategic Education Melbourne. 1/07/2018.

Claire Amos: Convenor of the Council's Complaints Assessment Committee. Deputy Principal at Hobsonville Point Secondary School. 30/06/2020.

Simon Heath: Member of the New Zealand Teachers Disciplinary Tribunal. Principal of Renwick School. 30/06/2019.

Ripeka Lessles: Member of the Council's Risk, Audit and Finance Committee and the Convenor of the Māori Medium Advisory Group. Principals Council of NZEI. 30/06/2020.

Michael Rondel: Chair of the Council's Risk, Audit and Finance Committee. Leads the Audit division at BDO Christchurch. 31/12/2019.

Nicola Ngarewa: Member of the Council's Human Resources and Remuneration Committee. Principal at Patea Area School. 30/06/2019.

Helen Timperley CNZM: Member. Emeritus Professor of Learning, Development and Professional Practice at the University of Auckland. 1/07/2018.

Clare Wells: Member of the Council's Risk, Audit and Finance Committee and the Convenor of the Early Childhood Education Advisory Group. Chief Executive of New Zealand Kindergartens Te Putahi Kura Puhou o Aotearoa. 30/06/2019.

EDUCATION COUNCIL ADVISORY BODIES

Early Childhood Education Advisory Group

The Early Childhood Education Advisory Group (ECEAG) offers advice and guidance on professional issues regarding teachers working in the early

childhood sector. The current members of the Early Childhood Education Advisory Group are:

Clare Wells (Convenor and Governing Council member),
Ruth Barnes
Arapera Card
Rebecca Chatwin
Sharon Coulton
Gaylene Daniels
Annie Gordon
Alex Gunn
Vicki Hiini
Tracey Hooker

Māori Medium Advisory Group

The Māori Medium Advisory Group (MMAG) offers advice and guidance on professional issues concerning teachers working in the Māori medium sector, in total immersion and bilingual settings. The current members of the Māori Medium Advisory Group are:

Ripeka Lessles (Convenor and Governing Council member)
Matthew Fraser
Hilda Halkyard-Harawira
Wiremu Kaua
Rita Powick
Dy Stirling
Tatai Takuira-Mita
Evelyn Tobin d
Tui Yeager

LEADERSHIP TEAM

Dr Graham Stoop QSO Chief Executive
Lesley Hoskin Deputy Chief Executive
Pauline Barnes General Manager Professional Services

MANAGEMENT TEAM

Ian McEwan Chief Financial Officer
Andy Greig Senior Manager Teacher Practice
Pam O'Connell Senior Manager Teacher Capability and Development
Rex Smith Manager Registration
Kirsten McFadden Human Resources Manager
Tony Bennett Manager Contact Centre
Martin Deakin Communications Manager
Jayne Franklyn Manager Innovation and Collaboration
Hikitia Ropata Manager Policy and Implementation
Shelley Hancock Chief Operating Officer

APPENDIX 3

THE NUMBER OF TEACHERS INVESTIGATED FOR ISSUES OF CONDUCT OR COMPETENCE DURING THE YEAR ENDING ON 30 JUNE 2017

Statistics on conduct and competence processes for the 12 months to 30 June 2017 are as follows:

Complaints Assessment Committee
345 teachers were referred to the Complaints Assessment Committee
306 cases were resolved by the CAC
Competence
171 teachers were referred to the competence process
188* competence cases were resolved
Disciplinary Tribunal
45 teachers were referred to the Disciplinary Tribunal
69* decisions were made by the Disciplinary Tribunal

* Resolved cases and decisions include some that were received in the previous reporting period, which is why these numbers may be higher than the numbers referred.

APPENDIX 4

UNAUDITED STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 30 June 2017

	Actual 2017 \$'000	Budget 2017 \$'000	Forecast 2018 \$'000
REVENUE			
Grant revenue	7,142	5,112	7,662
Late fees	119	100	100
Processing fees	6,089	6,951	7,068
Limited Authority to teach fees	62	64	64
Provisional/subject to confirmation to full fees	369	347	347
Discipline recovered	209	50	115
Overseas teachers fees	66	42	42
Teacher education approvals	89	95	209
Other operating revenue	83	255	10
Finance revenue	138	151	136
	14,366	13,166	15,753
EXPENSES			
Employee costs	8,077	8,320	10,177
Depreciation and amortisation expense	247	364	432
Other operating expenses	4,095	4,751	5,897
Education Council projects	1,761	1,563	1,040
TOTAL EXPENSES	14,180	14,998	17,546
TOTAL SURPLUS/(DEFICIT) FOR THE YEAR	186	(1,832)	(1,793)

APPENDIX 5

UNAUDITED STATEMENT OF FINANCIAL POSITION

As at 30 June 2016

	Notes	Actual 2017 \$'000	Budget 2017 \$'000	Forecast 2018 \$'000
CURRENT ASSETS				
Cash and cash equivalents		5,717	10,000	6,416
Other investments		3,635	-	-
Receivables from exchange transactions		205	320	977
Receivables from non-exchange transactions		1,213	-	-
		10,770	10,320	7,393
NON-CURRENT ASSETS				
Intangible assets		104	136	537
Property plant and equipment		788	972	1,025
		892	1,108	1,562
TOTAL ASSETS				
		11,662	11,428	8,955
CURRENT LIABILITIES				
Deferred lease liability		42	-	-
Trade & other payables		1,612	791	923
Employee entitlements		535	470	350
		2,189	1,261	1,273
NON CURRENT LIABILITIES				
Deferred lease liability		72	156	76
		72	156	76
TOTAL LIABILITIES				
		2,261	1,417	1,349
NET ASSETS				
		9,401	10,011	7,606
EQUITY				
Retained earnings		9,401	10,011	7,606
TOTAL EQUITY				
		9,401	10,011	7,606

