



# Our Code | Our Standards

*Our Code, Our Standards draft for  
consultation FAQs*

EDUCATION COUNCIL  
NEW ZEALAND | Matatū Aotearoa

## WHAT IS THE PURPOSE OF THE CONSULTATION?

We are seeking feedback on the draft Code of Professional Responsibility, the draft Standards for the Teaching Profession, and the draft values that underpin them. The drafts have been developed using a thorough process of engagement with teachers, leaders and teaching experts. It is now time to share the drafts with the wider profession and find out if they have the right tone and content. Feedback will help to finalise the new Code of Professional Responsibility and Standards for the Teaching Profession ready for introduction on 1 July 2017.

## WHY HAVE THE CODE OF PROFESSIONAL RESPONSIBILITY AND THE STANDARDS FOR THE TEACHING PROFESSION BEEN BROUGHT TOGETHER INTO ONE DOCUMENT?

*Our Code, Our Standards* sets out the core components of what it is to be part of the teaching profession: the expectations for teachers' professional practice (the Standards for the Teaching Profession) and their professional behaviour (the Code of Professional Responsibility). One cannot be seen in isolation from the other. Packaging them together promotes a more integrated understanding of how the Code and Standards relate to each other.

## WHAT IS THE PURPOSE OF THE DRAFT CODE OF PROFESSIONAL RESPONSIBILITY?

The Code sets out the high standards of ethical behaviour expected of all members of the teaching profession. It provides learners, their families/whānau and the public with trust and confidence in teachers and the profession and honours teaching as a profession of high trust and integrity.

## WHAT IS THE PURPOSE OF THE DRAFT STANDARDS FOR THE TEACHING PROFESSION?

The Standards are designed as holistic descriptions of quality teaching in Aotearoa New Zealand. They will serve two purposes:

1. As a benchmark to guide everyday practice to ensure effective teaching and leadership within and across learning environments; and
2. As an aspirational lens to help teachers identify how to grow and develop their practice.

All teachers will be required to demonstrate that they meet the core Standards in order to be issued with a practising teacher certificate of any kind.

### WHO WILL THE NEW CODE AND STANDARDS APPLY TO?

The Standards apply to all teachers. Meeting the new Standards will be a requirement to be issued with a practising certificate. The Code will be binding for all teachers who hold a practising certificate and for all authorised persons (such as people who hold a [Limited Authority to Teach](#)).

The Code and Standards will apply irrespective of a teacher's role, for example whether they are a professional leader (such as a principal, senior leader, dean, head teacher, or centre manager); a teacher having day to day contact with learners; a relieving teacher; or a specialist teacher (such as a music teacher, health teacher or Resource Teacher: Learning and Behaviour). They will apply irrespective of the context they work in, for example, whether this is Māori and English-medium, early childhood, primary, or secondary settings or teaching students in tertiary institutions.

### WILL GRADUATING TEACHERS BE EXPECTED TO MEET THESE STANDARDS TOO?

We expect that the new Standards will replace the [Graduating Teacher Standards](#). In future, once fully implemented, a graduate teacher will need to demonstrate that they meet the new Standards (with support) when they apply for a provisional practising certificate.

### HOW ARE THE STANDARDS DIFFERENT TO THE PRACTISING TEACHER CRITERIA?

The draft Standards are a revision of the *Practising Teacher Criteria*. They rationalise them from twelve criteria to six standards and are written to better reflect the contemporary teaching context – drawing on repertoires of knowledge, practice, best practice and research.

### WHEN WILL THE CODE AND STANDARDS BE INTRODUCED?

The Education Amendment Act 2015 requires the Education Council to have the new Code and new Standards in place by 1 July 2017.

From this date, all teachers will be expected to comply with the new Code of Professional Responsibility. Because the Code is not intended to establish a whole set of new or different expectations for the profession, there is no need for a phased implementation period. Rather, the Code clarifies common understanding of ethical practice and behaviour that already exists across the profession.

### WILL THERE BE A TRANSITION PERIOD FOR TEACHERS TO USE THE NEW STANDARDS?

Yes. The new Standards will replace the current Practising Teacher Criteria but there will be a transition period before every teacher will be required to use the new Standards for appraisal and certification. We encourage the profession to begin using them for their appraisal anytime from 1 July 2017. We will be seeking feedback through the consultation period on appropriate transition arrangements.

### WHAT WILL THE NEW STANDARDS MEAN FOR APPRAISAL?

The Standards are expected to be used to form the basis of appraisal systems. The [Appraisal Components Diagram: Analysis Tool](#) shows how the Practising Teacher Criteria (to be replaced by the new Standards) fits with performance management and the renewal of practising certificates.

**WHAT IS THE PURPOSE OF DRAFT STANDARDS PILOT?**

The draft Standards will be piloted in selected schools, kura and early childhood education settings in March-April 2017 to test their validity across different settings and teaching roles. This will occur in parallel with the consultation. Results and feedback from the pilot and consultation process will feed into the revision of the Standards so they are ready for introduction on 1 July 2017.

**IF I AM INVOLVED IN THE PILOT OF THE NEW STANDARDS, CAN I USE THEM FOR MY APPRAISAL?**

We will be encouraging the profession to begin using them for their appraisal anytime from 1 July 2017. Teachers will need to think about the best time frames for implementation in their setting through the transition period. The Council will provide more information on transitional arrangements following the pilot.

**HOW WERE THE DRAFT STANDARDS DEVELOPED?**

Initially a working group, comprising of representatives from across the profession, was established to provide advice on the Standards as they developed. A team of writers was then commissioned to simplify the current standards into a more useful set (in English and te reo Māori) and to better reflect the contemporary teaching context – drawing on repertoires of knowledge, practice, best practice and research. They are designed as holistic descriptions of effective teaching in Aotearoa, New Zealand and purposely high level so every practitioner can apply them to suit the context they are working in. The writing team partnered with ECE specialists to ensure the Standards were suitable for ECE settings and a Māori Medium Advisory Group was convened to advise on the Standards from a Māori world view. The draft standards were presented to the Working Group and governing board of the Education Council in late 2016 and a final draft was completed in February 2017 for wider consultation with the sector.

**WHO IS IN THE STANDARDS WORKING GROUP?**

The group consists of representatives from the following bodies:

Auckland Primary Principals' Association	New Zealand Kindergartens
Early Childhood Council	New Zealand Normal and Model Schools
Education Review Office	New Zealand Pasifika Principals Association
Independent Schools of New Zealand	New Zealand Principals' Federation
New Zealand Specialist Classroom Teachers	New Zealand School Trustees Association
Ngā Kura A Iwi o Aotearoa	Post Primary Teachers Association
New Zealand Association of Intermediate and Middle Schools	Rural Education Outreach Programme Aotearoa New Zealand
New Zealand Catholic Education Office	Secondary Principals' Association of New Zealand
New Zealand Council of Education Deans	Te Akatea
New Zealand Educational Institute	Te Rito Maioha/Early Childhood New Zealand
New Zealand Educational Institute Rural Education Reference Group	Teacher Education Forum of Aotearoa New Zealand

## HOW WAS THE DRAFT CODE DEVELOPED?

The draft Code of Professional Responsibility has been developed by listening to teachers themselves about what they expect of each other and how they want their profession to be seen by others. We have used a range of processes to capture these views such as focus groups, online surveys, meetings with key stakeholders, and a working group made up of representatives from the profession.

- **FOCUS GROUPS:** We conducted six focus groups with approximately 60 teachers and professional leaders working in early childhood education, primary, intermediate and secondary settings. Read the [summary report](#).
- **ONLINE SURVEYS:** We issued two surveys on the Code of Professional Responsibility. The initial online survey sought views on the general scope of the code, as well as its purpose and how it might be used by student teachers, teachers, learners, families/whānau, employers and regulatory bodies. It received 956 responses (Read the [summary report](#)). The second survey asked questions about what role the code should play by presenting a range of scenarios, based on some of the cases that have been brought to the Council. This survey received 543 responses. Read the [summary of responses to the second survey](#).
- **REVIEW OF OTHER CODES OF CONDUCT:** We looked at a range of other codes of conduct and codes of ethics to see how they were framed and what issues were covered. This included relevant codes for teachers both here and overseas, other professional bodies such as nursing, the medical profession, the legal profession, social work, organisational codes and other businesses.
- **THE CODE WORKING GROUP** provided advice on the draft Code as it developed as well as the wider consultation process. The group consists of representatives from the following bodies:

Auckland Primary Principals Association	New Zealand Pasifika Principals Association
Early Childhood Council	New Zealand Principals Federation
Independent Schools of New Zealand	New Zealand School Trustees Association
Ngā Kura A Iwi o Aotearoa	New Zealand Specialist Classroom Teachers
New Zealand Association of Intermediate and Middle Schools	Post Primary Teachers Association
New Zealand Catholic Education Office	Secondary Principals Association of New Zealand
New Zealand Council of Education Deans	Te Akatea
New Zealand Educational Institute Te Rui Roa	Te Rito Maioha/Early Childhood New Zealand
New Zealand Kindergartens	Te Rūnanga Nui o Ngā Kura Kaupapa Māori
New Zealand Normal and Model Schools	

### **WILL THE NEW CODE REPLACE THE [CODE OF ETHICS FOR CERTIFICATED TEACHERS?](#)**

Yes. The new Code will supersede the 2003 Teachers Code of Ethics. Teachers are required to continue to comply with the Code of Ethics until the new Code of Professional Responsibility is introduced on 1 July 2017. From this date, the new Code will be binding by law for all certificated teachers and all authorised persons (such as holders of a Limited Authority to Teach).

### **HOW DOES THE DRAFT CODE DIFFER FROM THE CODE OF ETHICS?**

The draft Code builds on the 2003 Teachers Code of Ethics with the same structure of commitment statements and aspirational yet achievable expectations. The draft Code provides greater clarity by providing examples of what each of the principles could look like in practice, as well as examples of behaviour that would breach these expectations. It also better reflects contemporary teaching practice in Aotearoa New Zealand.

### **DO I HAVE TO SHOW EVIDENCE OF COMPLYING WITH THE CODE AS PART OF MY APPRAISAL AND RENEWAL OF MY PRACTISING CERTIFICATE?**

Teachers will not be expected to demonstrate having met each principle of the Code as part of their appraisal or for renewal of their practising certificate, as they will with the Standards. The current forms for applying for registration or a practising certificate do require teachers to confirm that they are committed to upholding the Code of Ethics for Certificated Teachers, and that they are of good character and fit to teach. We are currently looking at how our registration processes will incorporate the new Code.

### **WILL THE [CRITERIA FOR REPORTING SERIOUS MISCONDUCT \(RULE 9 OF THE EDUCATION COUNCIL RULES 2016\)](#) BE REVISED?**

Rule 9 sets out the criteria for reporting serious misconduct. Employers are required to report teachers to the Education Council for investigation if they suspect a teacher has engaged in any of those actions. We have deliberately left revising Rule 9 until the profession has decided what they want in the new Code. Once the new Code is introduced, Rule 9 will be amended to reflect the new Code. It will remain in place until then.

### **WHAT HAPPENS IF A TEACHER BREACHES THE NEW CODE?**

Failure to uphold the expectations of ethical and professional behaviour set out in the new Code could lead to a disciplinary investigation. In the first instance it is the employer who should deal with the breach. If it is serious misconduct, it does need to be reported to the Council.

### **SHOULD EVERY BREACH OF THE NEW CODE BE REPORTED TO THE EDUCATION COUNCIL?**

We expect teachers, professional leaders and employers to continue to follow Rule 9 and the mandatory reporting requirements set out in part 32 of the Education Act and to use their judgement about reporting teachers who may have engaged in actions which breach the Code or constitute misconduct or serious misconduct. The new Code should be used to facilitate discussions with staff and colleagues well before any issue might arise. In this way, the Code is not a tool to 'catch people out', but to reinforce agreed expectations of ethical behaviour across the profession. The mandatory reporting criteria set out in the Education Act will remain the basis on which reports to the Education Council should be made.

### **WHAT IS THE PURPOSE OF THE SET OF VALUES?**

The working groups for the Standards and the Code advised that a set of values was needed to underpin the new Professional Standards and Code of Professional Responsibility. These values will sit at the centre of what it is to belong to the profession and reflect the ideals to guide and shape practice and behaviour. The values are not intended to be used as a further set of criteria that each teacher is expected to be appraised against. Rather, they are broad values to aspire to and to reflect upon. The draft values are : Whakamana, Manaakitanga, Tikanga and Whanaungatanga.

### **HOW WERE THE DRAFT VALUES IDENTIFIED?**

These values were identified through an iterative process of refinement based on feedback from members of the teaching profession. Initially representatives from the Standards and the Code working groups formed a small working group to identify an initial set of preliminary values, which were then grouped into six 'value families'. These values were tested with teachers and leaders in the Code focus groups to identify the values which resonated most with them. Drawing from this process, we conducted an online survey which received 493 responses. The [summary report of the feedback](#) is available on our website. Building on this feedback a single set was then drafted and is now incorporated in the Our Code, Our Standards consultation document.

### **WILL THERE BE ANY IMPLEMENTATION RESOURCES TO SUPPORT THE NEW CODE AND STANDARDS?**

Yes, once the Code and Standards are finalised and introduced, a suite of support resources and guidance will be provided to support their implementation and application. We expect this to include a range of resources such as online and print materials, videos, online learning modules, materials to support professional learning conversations, workshop resource packs, and so on.