

For office use only:	
Registration #:	I&M Plan end date:
Expiry date:	Further I&M Plan needed:



Memorandum of Understanding

Between

**(Provisionally Certificated Teachers
who meet the requirements for the programme)**

and

(Mentor Teacher)

and

(Host Setting)

and

(Additional Settings)

and

**Education Council of Aotearoa
New Zealand**

Please read carefully before completing. Once signed, please send to mentoring@educationcouncil.org.nz with the subject line 'MOU for I&M'.

MEMORANDUM OF UNDERSTANDING
EDUCATION COUNCIL OF AOTEAROA NEW ZEALAND

Memorandum of Understanding

1. This Memorandum of Understanding (MOU) sets the terms and understanding between the parties listed above to provide high-quality and comprehensive induction and mentoring support for provisionally certificated teachers enabling them to become fully certificated teachers.

Background

2. The Education Council of Aotearoa New Zealand (Education Council) aims to raise the status of teaching, strengthening accountability and supporting the teaching profession to deliver excellent and innovative teaching. One of the key functions of the Education Council is to establish and maintain criteria for teacher registration, standards for ongoing practice and criteria for the issue and renewal of practising certificates. The Education Council encourages teachers to move to a full practising certificate within six years, thereby demonstrating that they meet the Standards for the Teaching Profession.
3. By ensuring that all of our teachers meet these standards, the Education Council is able to provide the profession with assurance of the high quality of our teachers.
4. This MOU is designed to support provisionally certificated teachers, working across multiple settings in early childhood services, Maori Medium, primary and secondary settings and Communities of Learning | Kāhui Ako to gain Full Certification. It is for experienced teachers who have for various reasons been unable to participate in induction and mentoring .

Purpose

5. This MOU will support the named teacher to participate in up to two years of an induction and mentoring programme to assist them to achieve a Full Practising Certificate.
6. The above goal will be accomplished by the parties undertaking the following responsibilities.

Roles and Responsibilities

Provisionally Certificated Teacher (teacher)

7. In order to meet the criteria for eligibility, the teacher will:
 - a. Not have a suitable mentoring programme currently in place;
 - b. Have a provisional practising certificate that expires within the next two years or has expired in the last six months;
 - c. Be teaching approximately 0.5 FTTE (this can be achieved with teaching across a number of settings in the New Zealand education system); and
 - d. Be likely to meet the Standards for the Teaching Profession following up to two years of induction and mentoring.
8. The teacher is responsible for achieving their Full Practising Certificate. They must have a current Provisional Practising Certificate or an extension to teach to be

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lawfully employed in schools and kindergartens. An extension to teach may be granted to an applicant if they have a fully paid, pending application for a provisional or full practising certificate. Teachers in schools and kindergartens that have already exceeded the six year Provisional Certification period may be granted extensions of six months with review of progress to be made before further extensions will be granted.

*Please note that the Council is unable to issue an extension to teach for early childhood education teachers outside of Kindergartens.

9. The teacher is responsible for holding evidence of their induction and mentoring from across the settings where they are employed (including evidence from their teaching of meeting the Standards for the Teaching Profession).
10. If at the end of the induction and mentoring period they do not meet the requirements to move to Full Certification, they may be required to do a Teacher Education Refresh (TER) programme before being issued a further Provisional Practising Certificate.

Mentor Teacher (Mentor)

11. The Mentor must hold a current Full Practising Certificate.

Host Setting (Principal or Centre Manager)

12. The Host Setting, on the recommendation of the Mentor and evidence presented from across the schools / centers, is responsible for endorsing the teacher's applications for a Full Practising Certificate.
13. The Host Setting will arrange a handover to a new Mentor if the current Mentor becomes unavailable to continue in their role.
14. The Host Setting will invoice the Education Council each quarter to claim the fees for providing release time for a Mentor.
15. The Host Setting will secure the release of a Mentor from their current employer if they are not employed at their setting.
16. The Professional Leader of the Host Setting will apply for an extension to teach if the teacher's Practising Certificate has expired.

Additional Settings

17. The additional Settings listed in this MOU agree to give priority to the named teacher so that they can achieve the required number of hours. The other settings agree to support the Host Setting's Induction and Mentoring programme by providing evidence of the teacher's practice, including lesson observations, feedback and discussions as appropriate.

Education Council

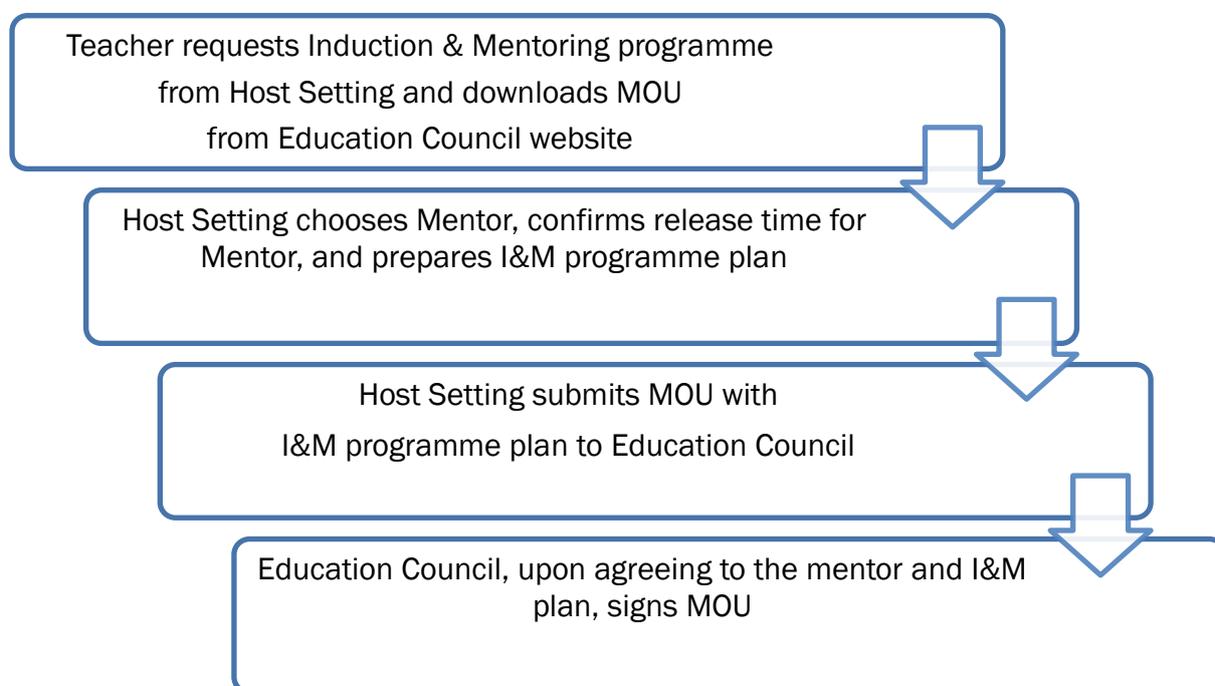
18. The Education Council will, upon approving the Mentor, agree to reimburse a Host Setting for Mentor release time.
19. While all applications from eligible teachers will be considered, the Education Council will give priority to:

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- a. teachers in locations under particular teacher supply pressure
- b. relieving and part-time teachers
- c. teachers working in Māori medium settings
- d. teachers filling roles in the sciences, technology, mathematics (STM) and te reo Māori;
- e. teachers helping to backfill staff filling new roles in Communities of Learning | Kāhui Ako.

20. The Education Council will provide an extension for the teacher to teach if their Provisional Practising Certificate has expired. If a teacher subsequently decides not to participate in the induction and mentoring programme, the Education Council will remove the teacher's extension to teach.

Process



21. Upon agreement and signing, the Host Setting may claim Mentor fees up to the amount of \$2,600 + GST per year for up to two years of Induction and Mentoring from the Education Council. Actual and reasonable travel expenses for the mentor teacher can also be claimed (depending on the isolation index of the centre/school/Kāhui Ako). Itemised receipts for travel expenses must accompany the invoice.

22. The desired outcome is for the teacher to be able to meet the requirements for a Full Practising Certificate. The teacher is ultimately responsible for achieving their Full Practising Certificate.

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Variation of the Memorandum of Understanding and Attachments

23. The parties agree that the named persons authorised to sign this MOU on behalf of the parties may be amended by written agreement.
24. The persons authorised to sign this MOU may review, modify or terminate this MOU by written agreement with the other parties after discussion with all parties.
25. All changes as described above must be notified to all parties.
26. This MOU does not replace or supersede the conditions of employment outlined in the Kindergarten Teachers, Head Teachers And Senior Teachers' Collective Agreement, Primary Teachers' Collective Agreement, Secondary Teachers' Collective Agreement, and Area School Teachers' Collective Agreement.

Memorandum of Understanding Not Binding

27. The Parties acknowledge that this MOU is intended as a statement of mutually agreed intentions in relation to an area of strong mutual interest. It is not intended to create legally enforceable rights or obligations. However, the parties agree that they will observe and perform their obligations under this MOU in good faith. The provisions of the MOU are subject to changes to the Education Council's Registration Policy.

Confidentiality

28. Each party agrees that it will not without prior written consent of the other disclose details of this MOU to any person.

Declaration

29. By signing this MOU, the parties agree to the following statements:
- ✓ I understand and commit to my role and responsibilities as written in this Memorandum of Understanding.
 - ✓ I solemnly and sincerely declare that, to the best of my knowledge and belief, all the information in the attached application is entirely true and correct.
 - ✓ I understand that the Education Council may contact institutions or individuals named in this document, to verify the information provided.

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Provisionally Certificated Teacher

Full name:

Address:

Phone number:

Email:

Registration number:

Practising Certificate expiry:

Signature:

Date signed: / /

Mentor Teacher

Full name:

Position:

Phone number:

Email:

Registration number:

Practising Certificate expiry:

Signature:

Date signed: / /

Host Setting:

Full name:

Position:

Phone number:

Email:

Signature:

Date signed: / /

Education Council

Full name:

Position:

Phone number:

Email:

Signature:

Date:

I & M MOU SIGNATORIES

Additional Setting:

Full name:

Position:

Signature:

Date signed: / /

Additional Setting:

Full name:

Position:

Signature:

Date signed: / /

Additional Setting:

Full name:

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Additional Setting:

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Position:

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Date signed: / /

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Teacher Details to be Provided on Application

1. Current and recent employment

Please provide details of your teaching service (in the last 5 years), your current employment, and your intended employment during the induction and mentoring programme. Please enter the full time teacher equivalent (FTTE) of your position.

Position/Role	Learning centre	Location	From Month & Year	To Month & Year	FTTE*	Relief teaching (# of days)
			/	/		
			/	/		
			/	/		
			/	/		
			/	/		
			/	/		

Continue on a separate sheet if needed.

**Full Time Teaching Equivalent is calculated by adding together class contact hours, dividing by 25, and rounding to two decimal places OR as a percentage of a full time teaching position at a particular centre.*

2. Education

Please list your qualifications (teaching and other).

Qualification name	Institution	Location	Length of course	Year completed

Continue on a separate sheet if needed.

Teacher Education Refresh programme

In the last six years have you completed an approved *TER* programme or are you enrolled in a *TER* programme? (Please tick)

<input type="checkbox"/> Yes	Please attach a certified copy of your completion certificate or enrolment receipt.
<input type="checkbox"/> No	

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3. Induction and mentoring completed to date

Please provide the following information about your participation in any Induction and Mentoring programme to date.

Learning centre name	MOE number	From Month & Year	To Month & Year	Name and registration number of mentor*
		/	/	
		/	/	
		/	/	

Continue on a separate sheet if needed.

Total Induction & Mentoring Completed to date (in years): _____

*You can search the Register of New Zealand Registered Teachers on the Education Council website here: <https://educationcouncil.org.nz/search-the-register>.

When you apply for a full practising certificate, you will be asked to provide a signed, official statement on the learning centre's letterhead fully describing the system of support and appraisal provided that includes specific evidence of induction and mentoring programmes.

You can provide that information now to speed up the application process. Please provide a statement on learning centre letterhead outlining the system of professional support, guidance, and evidence gathered, including appraisal involving a mentor teacher. This should include details such as your role(s) and any extra responsibilities you held, the regularity of meetings between you and your mentor, the frequency of observations of your teaching practice, and list of the professional development you engaged in at that time.

4. Professional development

Please provide the following information about your participation in any professional development to date.

Details of your professional development in the last five years

Qualification/Course/Activity	Institution/Organisation	Location	Length of course	Year completed

Continue on a separate sheet if needed.

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5. Service Description

A comprehensive Induction and Mentoring Programme Plan includes:

- Location and frequency of meetings with mentor:
For example, will these be weekly, fortnightly, formal/informal and who will be responsible for recording the discussions and outcomes of these meetings etc?
- Location and dates of proposed observations of teaching practice:
These observations could vary to include a broad range of perspectives and experiences, i.e. from a quick snap shot through to an hour or longer observation, videoed observations of your classroom, and/or team teaching observations etc.
- Expectations/intentions for self-reflection, teaching as inquiry:
For example will you participate in a school-wide inquiry or focus on an individualised inquiry where your evidence is gathered across the setting where you teach.
- How the *Standards for the Teaching Profession* is integrated into the programme.
This should include details on how this will be evidenced. For example, you could curate an interactive blog, e-portfolio, or journal where your mentors/colleagues can easily contribute.
- Specific details about the professional development you intend to complete over the upcoming year of induction and mentoring and cover the range of schools/learning centres where you'll be teaching.

This could include the names of actual workshops/courses, or excerpts from reflective journal entries regarding implementation of strategies following courses or professional readings undertaken.

Examples of suitable professional development activities could be any of the following:

- Continuing education in teaching, or in your teaching subject(s), through:
 - Workshops, seminars and conferences, or
 - Tertiary courses
 - Professional reading
 - Professional development contracts
- Relevant research-based activities, such as:
 - Action research
 - Developing a new programme
- Writing or producing an educational book, article or resource
- Directly assisting other teachers or student teachers by, for example, being:
 - A student teacher mentor or associate teacher
 - A curriculum leader within a learning centre
 - An advisor or resource person
- Professional activities such as:
 - Co-operative planning, review and programme development with colleagues, or
 - Active participation in subject associations or education organisations
- Any other relevant information about how the programme will be carried out.

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Induction and mentoring programmes should:

- be tailored to individual needs and agreed with the PCT, mentor teacher and professional leader
- include regular observations of teaching practice and opportunities for the PCT to observe their colleagues, including the mentor teacher
- have time for 'learning conversations' where the mentor provides feedback and facilitates critical reflection by the teacher on their practice
- be part of wider professional development and learning available to all staff
- include access to external networks and professional development opportunities
- provide opportunities to collect evidence of progress towards meeting the registration standards in the *Standards for the Teaching Profession*
- be resourced appropriately and meet the contractual obligations of the employer
- have formal written records documenting professional discussions, observations and feedback, critical reflections on data by the PCT and any other professional development.

For more information on high-quality, intensive induction and mentoring please see the [Guidelines for Induction and Mentoring and Mentor Teachers](#), available on the Education Council website.

6. Induction and Mentoring Outcomes for Provisionally Certificated Teacher

IMPORTANT: Please include a term by term plan of the Induction and Mentoring programme to record when the following activities and elements will take place:

- evidence of informed **reflection** completed by the teacher on their developing professional relationships, values and knowledge informed practice (framed by the *Practising Teacher Criteria*), and linking reflection to evidence of student achievement;
- observations** of the teacher's practice and opportunities for the teacher to observe teaching;
- meetings** to set goals, follow up on goals previously set, review teaching observations completed by the mentor and regularly evaluate the structure and content of the induction programme;
- written** formative and summative **feedback** provided to the teacher by their mentor on progress towards meeting the *Standards for the Teaching Profession*; and
- evidence of engagement in, and reflection on **professional learning and development** opportunities.