



New Zealand Teachers Council
Registration Policy



**New Zealand
Teachers Council**
Te Pouherenga Kaiako o Aotearoa

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Section One

Introduction

This section provides an introduction to the New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) and its requirements, policies and processes relating to registration for teachers in New Zealand. It provides key definitions that are used throughout the document, and a brief summary of teacher registration in 2012.

Part a: Purposes of the Registration Policy

1. Teacher registration is one of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.
2. To be lawfully employed in schools, kura, kindergartens and in many positions in early childhood education settings, teachers are required to be registered and to hold a current practising certificate.
3. A practising certificate indicates that a teacher has recently demonstrated that they met the requirements for registration and can be lawfully employed in a teaching position.
4. The category of registration indicates how recently the teacher has met all of the *Registered Teacher Criteria*, or whether the teacher is yet to meet them for the first time.
5. A registered teacher is expected to be actively engaged in the process of gaining and maintaining registration and ensuring that their employment is lawful by holding a current practising certificate when employed in a teaching position.
6. This document explains the rules, guidelines, policies and procedures that the New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) will use to interpret and apply the rules in relation to registration of teachers in New Zealand, and issue and renew practising certificates to teachers in New Zealand.
7. This registration policy applies to all registered and re-registering teachers in New Zealand. It explains how people can join, remain within and leave the New Zealand teaching profession.
8. The guidelines, policies and procedures set out in this document are underpinned by:
 - legislation (the Education Act 1989 and subsequent amendments)
 - ongoing consultation with the profession including key stakeholders
 - engaging with the wider community (including learners, parents and employers) to support widespread confidence in the quality of the teaching profession.
9. The Council works closely with other government agencies, in particular the New Zealand Qualifications Authority (NZQA), the Education Review Office (ERO) and the Ministry of Education (MoE) to help ensure a consistent and co-ordinated approach to the policies and requirements across the education sector.

Making changes

10. This is a living document. The Council regularly reviews and updates its policies and procedures to ensure that it is effectively supporting quality teaching in New Zealand.
11. The guidelines, policies, and practices set out in this document will apply from 1 January 2012. Most of what is set out in this document has been in place for a number of years although some changes to past practice have been made.
12. Over the last few years the Council has been consulting with the profession and considering whether any changes to the legislation, processes and policies that guide teacher registration would be helpful or necessary. Based on the information and feedback that has been gathered, the Council is implementing a phased programme of changes to registration policy and processes.
13. The overall intent of this programme of change is to ensure that teacher registration remains current, meaningful and relevant by:
 - reflecting the diverse range of roles and responsibilities that teachers now fill
 - making it clear that meeting all of the *Registered Teacher Criteria* is the fundamental requirement for becoming and remaining fully registered
 - addressing areas where there is confusion about how registration works
 - making it easier to understand what the different categories of registration mean.
14. Some changes to registration policy will be implemented from 2012, others are signalled for implementation in 2015, and some changes rely on amendments to legislation which may occur some time in the future. More information about the phased programme of change can be found in the Appendix.

Part b: Definitions used in the Registration Policy (and other related policies)

The following terms are applied consistently throughout this document and to all registration policies and guidelines.

Accreditation

This term refers to the official recognition of a course by accrediting bodies in a state or territory. It indicates that academic quality and standards have been checked and verified.

Ākonga

Ākonga are learners who may be in a range of settings, from early childhood to secondary and beyond.

Throughout the Council policies and guidelines 'learners' and 'students' can be read interchangeably with ākonga.

Approved setting

An approved setting for gaining and/or maintaining full registration is any organisation that is part of the general education system, or an organisation that has been granted approval by the Council for the purpose of gaining and/or maintaining full registration.

The settings approved by the Council are usually organisations such as museums, professional training bodies, providers of approved teacher education or alternative education settings who employ teachers to deliver programmes of education to ākonga.

Categories of registration

There are three categories of registration: provisional, full and subject to confirmation.

The category of registration is an indicator of whether a teacher has yet to meet all of the *Registered Teacher Criteria* for the first time (provisional), has recently met the *Registered Teacher Criteria* (full), or has previously met the *Registered Teacher Criteria* but not recently (subject to confirmation).

Experienced Teacher/Pouako (for registration)

An experienced teacher is someone who has at least two years of teaching experience and has either:

- demonstrated that they have met the *Registered Teacher Criteria* by having held full registration or its equivalent at any time in New Zealand (the Council will consider any person who has ever been listed on the secondary teachers classification (the List B register) or for primary teachers held a Trained Teachers Certificate as being an experienced teacher); or
- met the following requirements (usually overseas teachers):
 - having held a senior teaching position (at the level of Head of Department or higher); and
 - having more than five years of teaching experience; and
 - having undertaken professional learning and development associated with teaching and learning within the last five years; and
 - having had a professional appraisal of their teaching and learning by a supervisor within the last five years

Experienced teachers can be either fully registered or registered subject to confirmation.

Likely to be a satisfactory teacher

A teacher is likely to be a satisfactory teacher if their experience and training signals that they are likely to meet the *Registered Teacher Criteria* when they can be meaningfully assessed against them.

Refer to the Likely to be a Satisfactory Teacher Policy for more information and explanation.

Meets the Registered Teacher Criteria

A teacher has met the *Registered Teacher Criteria* when:

- they have been appraised by their professional leader who most recently employed them in a teaching position for a minimum of six consecutive weeks; and
- this professional leader can attest that the teacher has provided evidence of meeting all of the *Registered Teacher Criteria*

For those teachers applying to gain full registration, the most recent six week period of teaching is required to have been completed within the last six months.

Overseas teacher

A teacher who has completed their teacher education programme outside of New Zealand.

Practising certificate

A current practising certificate allows a teacher to be lawfully employed in a teaching position in a school, kura, kindergarten, and in many positions in early childhood education settings. A practising certificate is issued for three years.

Having a current practising certificate signals that a teacher has recently demonstrated that they met the requirements for registration. The practising certificate also shows the category of registration they currently hold.

Recent teaching experience

Recent teaching experience is relevant to the definition 'satisfactory recent teaching experience' and relates to employment in a teaching position/s¹ in the New Zealand general education system or other setting approved by the Council, and means either

1. two years of uninterrupted employment in a teaching position completed within the last five years;² or
2. one year of uninterrupted employment in a teaching position completed within the last three years³

Two years of uninterrupted employment means an accumulated period of teaching of not less than 72 weeks completed in blocks of six consecutive weeks or more.

One year of uninterrupted employment means an accumulated period of teaching of not less than 36 weeks completed in blocks of six consecutive weeks or more.⁴

Registered Teacher Criteria

Throughout the Council policies and guidelines the '*Registered Teacher Criteria*' can be read to mean the *Registered Teacher Criteria* or, until 2011, the Satisfactory Teacher Dimensions.

Satisfactory professional learning and development

The Council considers that professional learning and development is satisfactory when the teacher has met the following key indicators from the *Registered Teacher Criteria*

1. identified professional learning goals in consultation with colleagues
2. participated responsively in professional learning opportunities within the learning community
3. initiated learning opportunities to advance personal professional knowledge and skills⁵
4. actively contributed to the professional learning community⁶

In addition, a teacher should demonstrate criterion 12 of the *Registered Teacher Criteria* and its key indicators to effectively incorporate professional learning and development within their professional practice.

1. Note that teaching employment completed while a teacher is unregistered will not be sufficient for the Council to conclude that a teacher has 'satisfactory recent teaching experience' for the purpose of renewing a practising certificate for full registration. (See the more detailed discussion later in this policy).
2. Education Act 1989 Part 10 s 120.
3. Under s 120 of the Act the Council has the discretion to accept shorter periods of time.
4. Any short term teaching of less than six weeks will not generally be accepted by the Council as appropriate for the purpose of gaining or maintaining full registration.
5. As described in the *Registered Teacher Criteria*, criterion 4.
6. As described in the *Registered Teacher Criteria*, criterion 5.

A teacher is required to have met all of the *Registered Teacher Criteria*, including the above key indicators relating to professional learning and development, to renew a practising certificate with full registration.

Satisfactory recent teaching experience

This is defined in the Education Act 1989 as recent experience (see earlier explanation and definition) that has been satisfactorily completed in the previous five years. The Council has discretion to determine whether a teacher has 'satisfactorily completed' their recent teaching experience.

The Council will consider:

1. the view of the teacher's professional leader, or his or her employer if the person is a professional leader;
2. whether the teacher has been able to be meaningfully assessed against the *Registered Teacher Criteria*;
3. whether the teacher has met the *Registered Teacher Criteria*; and
4. any other relevant matter

Refer to the Satisfactory Recent Teaching Experience Policy for more information and explanation.

Satisfactorily trained to teach

The Council will consider a person satisfactorily trained to teach if they

- a. have a tertiary level qualification/s that include sufficient elements of teacher education; and
- b. can demonstrate that they meet the *Graduating Teacher Standards*

In exceptional circumstances only, the Council may consider that a person who does not meet the requirements may be satisfactorily trained to teach. These exceptional circumstances and the process for making discretionary decisions are set out in the Satisfactorily Trained to Teach Policy.

Teaching position

Under the Education Act 1989 (Part 10 s 120), a teaching position is defined as a position in the general education system that:

- requires its holder to instruct students; or
- is the professional leader, deputy professional leader, or assistant principal of a school; or
- is the professional leader of an early childhood service or other educational institution.

The Council interprets 'instructs students' as the person in the teaching position having responsibility for teaching and learning.

A person is considered to have responsibility for teaching and learning if their job description expects them to:

- cause learning (either as an individual or a member of a teaching team) and
- to act autonomously and without day to day supervision.

For clarity, the Council considers this:

- includes positions where the teacher has responsibility for the teaching and learning of other teachers, but may not have regular contact with children or young people
- includes casual and day-relief positions
- includes positions where the teacher receives mentoring or other forms of regular support and supervision from other teachers as they still retain autonomy for their own teaching and learning and are expected to be teaching without day-to-day supervision
- excludes the position of teacher aide and other educational support staff.

“Too part time or too casual”

When used in this policy this means:

- in the view of the teacher’s professional leader, the teaching position has been **too casual** to enable the teacher to be meaningfully assessed against the *Registered Teacher Criteria*. This might occur for example where the teaching position is casual or day relief teaching and the teacher has no consistent relationship with any one class, group of students or programme of learning within any one school, centre or kura; or
- in the view of the teacher’s professional leader, the teaching position has been **too part time** to enable the teacher to be meaningfully assessed against the *Registered Teacher Criteria*. This might occur for example where a teaching position is for so few hours each week that their professional leader does not consider it meaningful or possible to undertake formal appraisal.

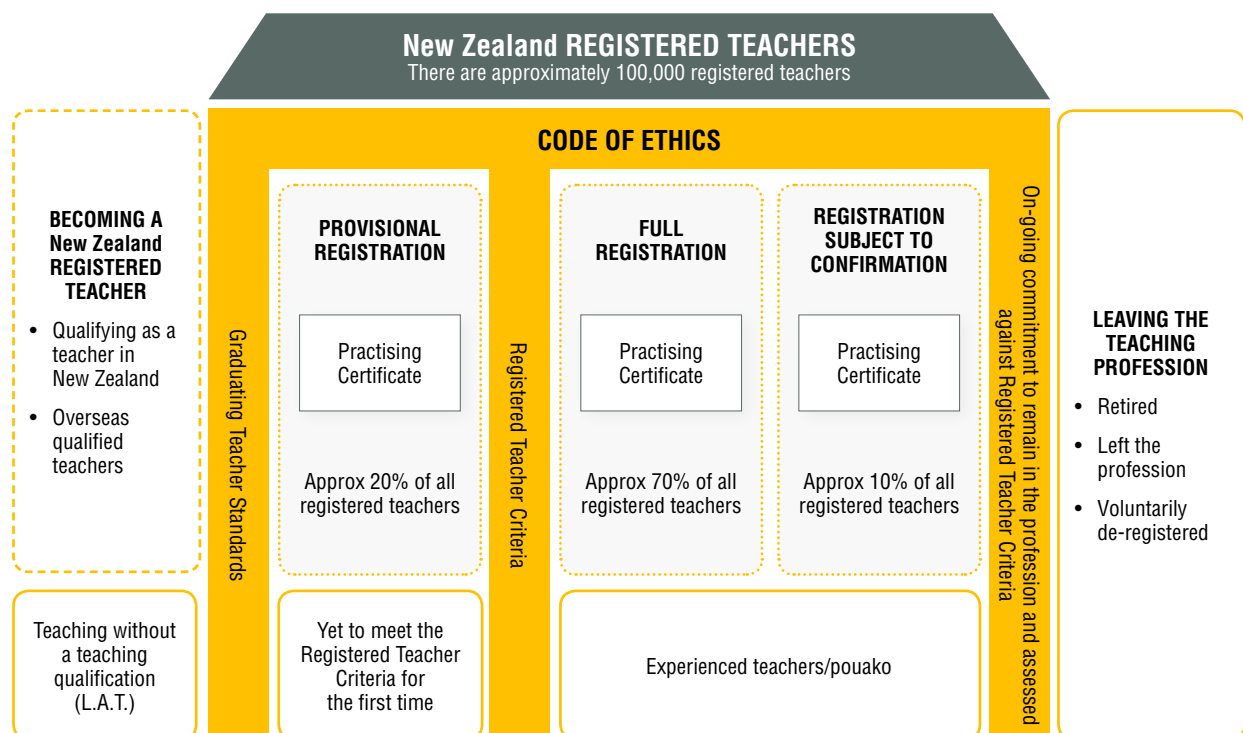
The Council will determine in any individual situation whether the professional leader’s assessment that the position was ‘too part time or too casual’ was reasonable in the circumstances.

PART C: A Brief Overview of Teacher Registration in 2012

This part provides a very brief summary of teacher registration in 2012. See Section Two: Teacher Registration Framework 2012 for a detailed description of the main elements of the registration framework.

Key components

- The diagram below shows the major components of teacher registration policy in New Zealand.



The importance and purpose of teacher registration

- Being registered and holding a current practising certificate is a signal of a teacher's professionalism and integrity. It is one of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.
- Teacher registration on its own cannot guarantee teacher quality. However registration provides a consistent and professional foundation of standards on which expectations of continual learning and improvement for teachers can be built.
- By law, anyone employed in a teaching position in schools, kura, kindergartens and in many positions in early childhood education settings in the New Zealand general education system must be a registered member of the teaching profession and hold a current practising certificate⁷. In some special circumstances people who have specialist skills but are not trained teachers may be employed with a Limited Authority to Teach (LAT) granted for a specific position for a short period of time.
- There are also teachers who choose to remain registered even when this is not a legal requirement for their employment (e.g. teachers who no longer teach in the general education system, or who have changed careers and no longer teach at all). Maintaining registration recognises these teachers' qualifications and experiences as a teacher and is a signal of their on-going commitment to the profession.
- People employed as teachers outside of the general education system (e.g. in museums, private training establishments, or alternative education settings) are not legally required to be registered teachers, although their employment agreement may require them to be.

Common requirements for all registered teachers

6. The fundamental requirements that drive registration are that all registered teachers must be satisfactorily trained to be a teacher, and regularly demonstrate that they are:
 - of good character and fit to be a teacher
 - a satisfactory teacher or likely to be a satisfactory teacher
 - as registered teachers, also proficient in English or te reo Māori
 - committed to the *Code of Ethics for Registered Teachers - Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia (Code of Ethics)*.

Categories of registration

7. There are three different categories of teacher registration.
8. The different categories of registration are **not** a signal of how good a teacher is at their job.
9. The category of registration that a teacher has signals
 - whether the teacher is new to the New Zealand teaching profession or if they are an experienced teacher; and
 - how recently the teacher has been assessed as meeting all of the *Registered Teacher Criteria*.
10. Regardless of their category of registration, all teachers who wish to hold a current practising certificate are required to be competent and engaged in on-going professional development and learning to continually improve the quality of their teaching.
11. If a teacher is **provisionally registered** this signals that:
 - they have not yet had the opportunity to demonstrate that they meet all of the *Registered Teacher Criteria*; and
 - they are (usually) a newly qualified teacher; or
 - they may be new to the New Zealand teaching profession; and
 - they will need to be completing a broad-based programme of induction and mentoring, supported by a fully registered mentor teacher, in order to be able to be meaningfully assessed against the *Registered Teacher Criteria*.
12. Once provisionally registered teachers have been assessed as meeting all of the *Registered Teacher Criteria*, the Council expects that they will apply for full registration.
13. The Council expects that provisionally registered teachers will become fully registered within three years of being granted their provisional registration, but they may take up to six years from their provisional registration to become fully registered when there are valid reasons for doing so.
14. If a teacher is **fully registered** this signals that:
 - they are an experienced teacher; and
 - they have recent teaching experience; and
 - they have recently been meaningfully assessed against and met all of the *Registered Teacher Criteria*.
15. If a teacher is **registered subject to confirmation** this signals that:
 - they are an experienced teacher
 - for valid reasons they have not been able to be meaningfully assessed against the *Registered Teacher Criteria* within the last five years.
16. When teachers registered subject to confirmation have met the teaching service requirement and have been able to be meaningfully assessed against and meet the *Registered Teacher Criteria* they are expected to apply for full registration
17. It is possible for fully registered teachers who no longer teach in the New Zealand general education system or another approved setting to choose to remain in the profession and maintain registration by becoming registered subject to confirmation. Teachers who are teaching overseas or employed in related educational roles often choose to do this.
18. Full registration expires five years after the expiry of the teacher's most recent practising certificate.⁸

8. Education Act 1989 s127(1)(d)

19. Provisional registration is granted for a period of five years, and may, if the Council allows, be extended to a maximum of six years.⁹
20. Unlike full registration and provisional registration, registration subject to confirmation is granted for a period of three years¹⁰, which is aligned to the same period of time as the practising certificate.¹¹

Practising Certificates

21. Teachers employed in a teaching position must hold a current practising certificate¹².
22. Practising certificates are always issued for a period of three years.¹³
23. Having a current practising certificate signals that a teacher has recently demonstrated that they have met the requirements for registration in their category and can be lawfully employed in a teaching position.
24. When registration is granted, a practising certificate is also issued.
25. The practising certificate shows which category of registration (provisional, full or subject to confirmation) the teacher currently holds. If the category of registration changes (i.e. from provisional to full), the expiry date of the practising certificate will remain the same.
26. Where a teacher holds full registration, the process of obtaining a new practising certificate every three years prevents the teacher's registration from expiring. Full registration expires on the fifth anniversary of the expiry of the teacher's most recent practising certificate.¹⁴

Leaving the profession

27. Teachers are no longer registered when their registration expires and has not been renewed¹⁵ which may be because the teacher has chosen not to maintain their registration because they have retired or have chosen to leave the teaching profession. Teachers may voluntarily deregister (if they write to the Council and ask to be taken off the register¹⁶). The Council may cancel a teacher's registration in certain circumstances (such as for issues of conduct or competence).
28. It is possible for teachers who choose to leave the profession to rejoin the profession at a later date¹⁷.

9. Education Act 1989 s127(1)(c)

10. Education Act 1989 s127(1)(a)

11. The Teachers Council recognises that the difference in timeframes for different categories of registration and practicing certificates causes confusion. As part of its programme of legislative change, the Council intends to seek amendments to the Education Act to support alignment of timeframes. See the Appendix for more detailed information about the phased programme of change that Council is undertaking.

12. A teacher may be employed in a teaching position for no more than 10 full days or 20 half days per calendar year without holding a practising certificate or authorisation from the Council (Education Act s120B).

13. Education Act s130

14. Education Act s127(1)(d)

15. Or the teacher dies (s127(1)(e))

16. Education Act s127A

17. In some circumstances it may also be possible for deregistered/cancelled teachers to rejoin the profession. These cases would be considered by the Council and if registration is granted the Council may require the teacher to agree to have conditions on their practising certificate, and be under specific supervision.

Section Two

Teacher Registration Framework 2012

This section provides a detailed description of each of the main elements of teacher registration – how they work and why.

This section includes information on

Part a: Joining the New Zealand Teaching Profession

- Qualifying as a teacher in New Zealand
- Overseas teachers

Part b: Categories of Registration:

- Provisional Registration
- Full Registration
- Registration Subject to Confirmation

Part c: Pathway to Gaining Full Registration

For information on the formal policies that underpin this framework, see Section Three: Policy Documents.

Part a: Joining the New Zealand Teaching Profession

1. A teacher may call themselves a registered teacher when the Council has granted them registration in one of three categories (provisional, full or subject to confirmation). It is an offence to use the term 'registered teacher' if a person is not registered.¹⁸
2. A teacher may be lawfully employed in a teaching position (in a school, kura, kindergartens and in many positions in an early childhood education setting) if they are registered and hold a current practising certificate.
3. One of the requirements of becoming a registered member of the New Zealand teaching profession and being issued with a practising certificate is having a recognised teaching qualification.

Qualifying as a teacher in New Zealand

4. Qualified teachers have studied pedagogy - the process of teaching and learning - including how children/students/ young people learn, how contextual factors influence teaching and learning curricula, planning, assessment, evaluation and strategies for engaging diverse learners. Qualified teachers are also often able and expected to teach in more than one curriculum area.
5. People wishing to join the New Zealand teaching profession must successfully graduate from an approved initial teacher education (ITE) programme to meet the registration requirement of being satisfactorily trained to teach¹⁹. S124A of the Education Act empowers the Council to determine whether a teacher is satisfactorily trained to teach.
6. The New Zealand Teachers Council has the responsibility to approve ITE programmes and to set standards for graduates from the programmes²⁰.
7. Approved ITE programmes comprise a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies that prepare people to teach in the complex and challenging education environment in Aotearoa New Zealand.
8. There are three main types of approved ITE programme:
 - an undergraduate degree of three or four years length;
 - an undergraduate diploma of three years length; and
 - a graduate diploma of one (to one and a third) years length.
9. In order to be considered satisfactorily trained (and qualified) a person who completes a one year *graduate diploma* programme must demonstrate that they have met the required entry qualifications standard as well as successfully completing the programme. This means having an entry qualification at level 7 or above on the New Zealand Qualifications Framework (NZQF)²¹.
10. All Council approved ITE programmes are currently at level 7 on the NZQF.
11. A current list of all approved ITE programmes can be found on the Council's website.
12. The *Graduating Teacher Standards* have been developed by the Council to ensure that all graduates entering the profession:
 - understand the critical role teachers play in enabling the education achievement of all ākonga
 - have up-to-date content knowledge (i.e. they know what to teach)
 - have up-to-date pedagogical knowledge (i.e. they know how to teach).

18. Education Act s137(1)(b)

19. Section 124A of the Education Act 1989 empowers the Council to determine whether a teacher is satisfactorily trained to teach. The Satisfactorily Trained to Teach Policy sets out how the Council applies the criteria and assesses whether an individual person is suitably trained and qualified to be a registered teacher.

20. The Approval, Review and Monitoring Process and Requirements for Initial Teacher Education Policy sets out how the Council determines the requirements for the approval of an ITE programme.

21. The Entry to Graduate Diploma Programmes for Initial Teacher Education Policy sets out the requirements for entry qualifications for one year graduate diplomas in each sector.

13. By successfully graduating from an approved ITE programme a person demonstrates that they meet the *Graduating Teacher Standards*²².
14. Graduating with a tertiary level teaching qualification also signals to the Council that the ITE provider considers that the person is likely to be satisfactory teacher, which is a factor the Council considers relevant in determining whether a teacher is satisfactorily trained to teach.
15. There are currently no time limits on how long a person can wait between successfully completing an approved ITE programme and seeking provisional registration for the first time. However from 2015 this will be changing. The Council considers the recency of a teacher's qualification to be relevant to whether they are satisfactorily trained to teach.
16. In order to ensure that teachers' skills and knowledge are up-to-date, the Council will be increasingly focusing on how recently a qualification was granted. From 2015 in order to be registered *for the first time*²³, a person will be required to have completed a teaching qualification within the previous six years. If their teaching qualification was granted more than six years ago, they will be required to complete a refresher programme to ensure that their knowledge and skills are up to date²⁴.

Overseas teachers

17. Any person who has trained as a teacher outside of New Zealand and wishes to become registered in New Zealand is required to demonstrate that they have a comparable level of qualifications and teacher education to be considered satisfactorily trained to teach by the Council.
18. The New Zealand Qualifications Authority (NZQA) has expertise in the assessment of international qualifications against New Zealand benchmarks. The Council requires any overseas teacher to provide an international qualifications assessment report from NZQA. This provides the Council both with assurance that the awarding body has accreditation and with essential information about the content, depth of study and levelling of the person's international qualifications against the New Zealand Qualifications Framework.
19. If NZQA assesses a person's overseas qualifications as comparable or holding the core components of an approved New Zealand teaching qualification, they will be considered to be satisfactorily trained to teach in New Zealand.
20. The Council may also accept as satisfactorily trained to teach overseas teachers who have a qualification that is assessed by NZQA as not comparable to a New Zealand ITE qualification. In those situations where an overseas teacher has significant teaching experience, the Council will consider as a whole package their qualifications including tertiary level teaching qualifications, teaching experience and evidence of ongoing professional development to determine whether they are considered satisfactorily trained to teach. More information on this discretionary pathway can be found in the Satisfactorily Trained to Teach Policy.
21. Teaching experience on its own will not be sufficient for becoming registered in New Zealand. To be registered as a teacher a person needs to have a tertiary level qualification that includes sufficient elements of teacher education and pedagogical study.
22. As well as being satisfactorily trained to teach it is important for all overseas teachers to have specific guidance and support in understanding the needs of diverse learners and the unique bicultural context for teaching in New Zealand.
23. In order to ensure that teachers are satisfactorily trained to teach the Council will be increasingly focusing on ensuring that the knowledge and understanding of overseas teachers is comparable to graduates of approved ITE programmes with regards to their cultural competencies.²⁵

22. The *Graduating Teacher Standards* are included in Section Four: Standards and Guidelines.

23. This requirement will not apply until January 2015 and will not affect any teacher who has already held any category of registration.

24. The Council will be working with the ITE sector and providers of professional learning for teachers to develop appropriate refresher programmes.

25. A supporting resource to help assess teachers' cultural competencies (as described in *Tātaiako*), and to align these competencies to the *Graduating Teacher Standards* and *Registered Teacher Criteria* is available on the Teachers Council website (<http://www.teacherscouncil.govt.nz/required/tataiako.stm>).

24. For this reason, it is unlikely that an overseas teacher (with the exception of some States/Territories in Australia, as outlined in paragraph 26) would be eligible to gain full registration on their first application. This is because the Council is likely to consider the teacher does not meet the criteria for 'satisfactorily completed teaching experience'.
25. All overseas teachers will need to undertake teaching with induction and mentoring provided by a fully registered mentor teacher prior to being eligible to apply for full registration. The induction and mentoring programme will be particularly focused on supporting overseas teachers with teaching effectively in the New Zealand context.

Trans-Tasman Mutual Recognition

26. Under the Trans-Tasman Mutual Recognition Act (commonly known as TTMRA), teachers who are registered in some States/Territories of Australia are eligible to gain registration with the equivalent category in New Zealand²⁶. Teachers eligible to apply under this provision are not required to obtain an international qualifications assessment report from NZQA²⁷ for their registration application. They will need to provide evidence of holding current registration in the relevant category with an approved State/Territory with their application.

Other requirements for joining the teaching profession

27. Successfully graduating from an approved ITE programme (or comparable for overseas teachers) will enable a teacher to be considered by the Council as meeting the following registration requirements:
 - being satisfactorily trained to teach
 - being likely to be a satisfactory teacher (when they have less than two years of teaching experience)²⁸
28. In order to become a registered teacher, a person is required to also meet the following requirements²⁹:
 - being of good character and fit to be a teacher (which includes having a satisfactory police vet); and
 - being proficient in English and/or te reo Māori; and
 - being committed to the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*.
29. More information on what is required to meet each of these requirements can be found in the sections on provisional registration and registration subject to confirmation.

26. Trans-Tasman Mutual Recognition Act Part 3 s 15.

27. Although this may be required by the Ministry of Education for salary assessment purposes. See www.minedu.govt.nz for further information.

28. Refer to the Likely to be a Satisfactory Teacher Policy.

29. These requirements are outlined in Section Three: Policy Documents and Section Four: Standards and Guidelines.

Part b: Categories of Registration

Provisional Registration

This section provides information about the requirements and processes that apply to the category of provisional registration.

The requirements for gaining full registration are set out in Part c 'Pathway to Gaining Full Registration'.

Introduction

1. Teachers who hold provisional registration are usually newly qualified teachers. Provisional registration provides them with an opportunity to
 - make the transition from being a student teacher to being a confident and effective teacher; and
 - become accomplished and effective teachers who can improve the learning outcomes of diverse ākonga; and
 - progressively demonstrate that they meet the *Registered Teacher Criteria*; and
 - build a strong foundation of self-reflection and ongoing professional learning.
2. Provisional registration signals to employers and the profession that the teacher has limited teaching experience and requires support through a high quality induction and mentoring programme to:
 - enable them to demonstrate that they know how to teach effectively in New Zealand; and
 - show, over time, that they meet all of the *Registered Teacher Criteria*; and
 - learn how to put the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia* into practice; and
 - become part of a learning community where they can both bring new knowledge to the profession and learn from more experienced teachers around them.
3. The Council expects teachers to be provisionally registered for a minimum of two years (the maximum time a teacher can be provisionally registered is six years) and then be ready to be recommended by their professional leader and mentor teacher for full registration.
4. To be lawfully employed in a teaching position in a school, kura, kindergarten and in many positions in early childhood education settings, a teacher also needs to hold a current practising certificate.
5. When a teacher applies for and is granted provisional registration, the Council will issue a practising certificate. The practising certificate will expire after three years.
6. After three years a practising certificate in the category of provisional may be issued for a second time, if the Council considers that the teacher meets the requirements of provisional registration and has valid reasons for not being able to meet the *Registered Teacher Criteria* and gain full registration (see paragraph 11).

Requirements

7. In order to become provisionally registered a person must be:
- satisfactorily trained to teach; and
 - of good character and fit to be a teacher; and
 - likely to be a satisfactory teacher; and
 - committed to the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*; and
 - proficient in English or te reo Māori.

Requirement	The Council considers that this means	The Council will consider this requirement has been met where
a) Satisfactorily trained to teach ³⁰	<p>The person:</p> <ul style="list-style-type: none"> has a tertiary qualification/s that includes sufficient elements of teacher education³¹ and can demonstrate that they have met the <i>Graduating Teaching Standards</i> (or equivalent) 	<p>The person has:</p> <ul style="list-style-type: none"> graduated from an approved initial teacher education programme (ITE) (including meeting the entry requirements for graduate diploma programmes)³²; or an overseas teaching qualification assessed by NZQA as comparable to a NZ approved ITE programme; or an overseas teaching qualification assessed by NZQA as having the core components of an approved ITE programme; or <p>Note that the Council has a discretion to consider other relevant matters and find a person satisfactorily trained to teach; refer to the discretionary pathway described in the Satisfactorily Trained to Teach Policy</p>
b) Of good character and fit to be a teacher ³³	<p>The person:</p> <ul style="list-style-type: none"> has qualities and attributes³⁴ that mean they are likely to uphold the public and professional reputation of NZ teachers and promote the safety of ākonga; and does not have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily 	<p>The person has:</p> <ul style="list-style-type: none"> had a police clearance completed by the Vetting and Validation section of the NZ Police and a national police clearance from any country in which the applicant has spent 12 months or more within the last 10 years <p>and</p> <ul style="list-style-type: none"> made a declaration about whether or not they have been dismissed from a teaching position in any country, have had teacher registration refused or cancelled in any country, have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily, and are under investigation for any matters that may call into question whether they meet the Council's Good Character and Fit to be a Teacher Policy

30. Education Act s124A

31. The Council has discretion to register a person who has tertiary qualifications that do not include sufficiently comparable elements of teacher education and will do so only in exceptional circumstances when that person has substantial experience of teaching and education and can draw on that experience to provide evidence that they meet the *Graduating Teacher Standards*. This process is further described in the Satisfactorily Trained to Teach Policy.

32. There are currently no time limits on how long a person can wait between successfully completing an approved ITE programme and seeking provisional registration for the first time. From 1 January 2015, the Council will require people applying for registration for the first time to have been awarded their most recent teaching qualification within the last six years. If their qualification was granted more than six years ago the Council will require that they complete a refresher programme to ensure that their skills and knowledge are up to date.

33. Education Act s124B

34. See paragraph 10 a)-f) of the Good Character and Fit to be a Teacher Policy

Requirement	The Council considers that this means	The Council will consider this requirement has been met where
c) Likely to be a satisfactory teacher	The person is likely to meet all of the <i>Registered Teacher Criteria</i> once they have had the opportunity to be meaningfully assessed against them	<p>To gain provisional registration and a practising certificate for the first time: a person has provided a certified copy of a teaching qualification awarded by an accredited institution in New Zealand; and for an overseas teacher, either a certified copy of an international qualifications assessment report from NZQA that shows comparability to a recognised initial teacher education (ITE) qualification from New Zealand or containing the core components of a recognised ITE qualification, or the Council has decided the registration outcome</p> <p>To reapply for provisional registration and a practising certificate: if they have completed two or more years of teaching service, the teacher has provided a testimonial from their professional leader stating that they are likely to be a satisfactory teacher, OR if they have not completed two years of teaching, provided a valid reason for not yet meeting all of the <i>Registered Teacher Criteria</i></p>
d) Committed to the <i>Code of Ethics</i>	The person knows about, understands and is committed to the <i>Code of Ethics</i>	The person has signed a declaration that they know about, understand and are committed to the <i>Code of Ethics</i>
e) Proficient in English or te reo Māori	The person: <ul style="list-style-type: none"> meets the minimum level language proficiency requirements. 	The person has <ul style="list-style-type: none"> evidence of completing an approved ITE programme in New Zealand or provide a certified copy of results from an approved English language test or approved Māori language test showing that the relevant minimum score has been attained in each testing area³⁵; or if the qualification was completed in a country where English is an official language, provide an official statement from the institution where their teaching qualification was completed confirming that the medium of instruction for the qualification was English or if English is their first spoken language, provide a self-declaration attesting that their first spoken language is English; AND statements from schools and education providers confirming the language of instruction for all schooling and qualifications was English

8. **Provisional registration is granted for five years (and can be extended up to a maximum of six years).**³⁶ If a teacher needs to take longer than six years to gain full registration from provisional registration, the Council will require them to complete a refresher programme before they next reapply for a practising certificate.

35. Language requirements including minimum acceptable test results are listed in Language Requirements for Teaching in Aotearoa New Zealand.

36. Education Act 1989 s127(1)(c).

Expectations

9. The Council has the following expectations of provisionally registered teachers
10. **ITE graduates are expected to become provisionally registered promptly after successfully completing the requirements to graduate from their initial teacher education qualification.**³⁷ While there are currently no time limits on how long a person can wait between successfully completing an approved ITE qualification and seeking provisional registration for the first time, new requirements will be introduced in 2015.³⁸
11. Provisionally registered teachers are expected to gain full registration within three years. However the Council recognises that, for valid reasons, this is not always possible. The Council considers that valid reasons would include:
- not yet being able to demonstrate that they meet all of the *Registered Teacher Criteria*, but in circumstances where their professional leader can provide his or her assurance that
 - satisfactory progress towards meeting all of the *Registered Teacher Criteria* is being made; and
 - there will be continuing support for the teacher in order for them to be able to demonstrate that they do meet all of the *Registered Teacher Criteria* within the next three years; or
 - the teacher being absent on parental leave; or
 - ill health (of the teacher or a close relative) that precludes a teacher from working; or
 - the teacher living overseas; or
 - the teacher being unable to secure a 0.5 FTTE teaching position; or
 - the teacher being employed in a setting where it is not possible for the teacher to participate in a two year, broad-based induction and mentoring programme while being mentored by a fully registered teacher
12. **Provisionally registered teachers are expected to access and fully engage in a high quality induction and mentoring programme that is comprehensive, educative and evaluative**³⁹. The Council advises provisionally registered teachers to ascertain that their employer can provide an induction and mentoring programme before accepting an offer of employment in a teaching position. Both the provisionally registered teacher and employer are required by the Council to keep records of the induction and mentoring programme, and of the teacher meeting the *Registered Teacher Criteria*. The Council may ask to see copies of the evidence of engaging with and meeting all of the *Registered Teacher Criteria*, but will not do so as a matter of course. The Council will only request this information when it can provide a reason for doing so.

Relevant policies

13. This section of the Registration Framework 2012 should be read in conjunction with the following policies, standards and guidelines:
- Satisfactorily Trained to Teach Policy
 - Good Character and Fit to be a Teacher Policy
 - Likely to be a Satisfactory Teacher Policy
 - Language Requirements for Teaching in Aotearoa New Zealand
 - *Graduating Teacher Standards*
 - *Registered Teacher Criteria*
 - *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*
 - *Guidelines for Induction and Mentoring and Mentor Teachers*.

37. For overseas teachers with some teaching experience in their home country, the expectation is that they become provisionally registered in New Zealand while they still have recent teaching experience so that they can demonstrate that their professional knowledge and practice is up-to-date. Generally all overseas teachers need to additionally complete supervised teaching in New Zealand prior to applying for full registration.

38. This will mean that from 1 January 2015 people registering for the first time will need to have a teaching qualification (or recent teaching experience for overseas teachers) that has been granted within the last 6 years. If a person's qualification was granted more than 6 years ago, they will be required to complete a refresher course.

39. The *Guidelines for Induction and Mentoring and Mentor Teachers* describe the requirements and expectations for high quality induction and mentoring programmes and are included in Section Four: Standards and Guidelines.

Full Registration

This section provides information about the requirements and processes that apply to maintaining the category of full registration.

The requirements for gaining full registration are set out in Part c 'Pathway to Gaining Full Registration'.

Introduction

1. The category of full registration is for experienced teachers who can demonstrate that they have recent satisfactory teaching experience.
2. The majority of teachers in New Zealand hold full registration.
3. Full registration is an indicator that the teacher:
 - has had at least two years teaching experience; and
 - has been inducted into the teaching profession by successfully completing a two year programme of induction and mentoring which is comprehensive, educative and evaluative; and
 - (who also holds a current practising certificate) has been endorsed as being assessed against and meeting all of the *Registered Teacher Criteria* within the last three years
4. To be lawfully employed in a teaching position in a school, kura, kindergarten and in many positions in early childhood education settings, a teacher also needs to hold a current practising certificate.
5. Note that when a teacher holds full registration, this is maintained by the process of renewing their practising certificate every three years. Unless otherwise cancelled, a fully registered teacher's practising certificate expires five years after the expiry of the teacher's most recent practising certificate⁴⁰. To be eligible for renewal of a practising certificate, the Council must consider whether the teacher⁴¹:
 - a) continues to meet the criteria for registration; and
 - b) has had satisfactory recent teaching experience; and
 - c) has had a satisfactory police vet within the last three years; and
 - d) has completed satisfactory professional development during the last three years

Requirements

6. In order to maintain full registration a teacher must :
 - a) be satisfactorily trained to teach; and
 - b) be of good character and fit to be a teacher; and
 - c) have satisfactory recent teaching experience; and
 - d) be committed to the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*; and
 - e) be proficient in English or te reo Māori

40. Education Act 1989 s127(1)(d)

41. Education Act 1989 s130(6)

Requirement	The Council considers that this means	The Council will consider this requirement has been met where
a) Satisfactorily trained to teach ⁴²	The teacher: <ul style="list-style-type: none"> • has a tertiary qualification/s that includes sufficient elements of teacher education and • can demonstrate that they have met the <i>Graduating Teaching Standards</i> (or equivalent) 	Fully registered teachers will have already been registered provisionally or subject to confirmation and so will have already provided evidence of being satisfactorily trained ⁴³ . Therefore the Council will only ask an applicant to provide evidence of being satisfactorily trained to teach when there is no record of this being provided before.
b) Of good character and fit to be a teacher	The teacher: <ul style="list-style-type: none"> • has qualities and attributes⁴⁴ that mean they are likely to uphold the public and professional reputation of NZ teachers and promote the safety of ākongā; and • does not have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily 	The teacher has <ul style="list-style-type: none"> • had a police clearance completed by the Vetting and Validation section of the NZ Police and a national police clearance from any country in which the applicant has spent 12 months or more within the last 10 years and <ul style="list-style-type: none"> • made a declaration about whether or not they have been dismissed from a teaching position in any country, have had teacher registration refused or cancelled in any country, have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily, and are under investigation for any matters that may call into question whether they meet the Council's good character and fit to be a teacher policy.
c) Satisfactorily completed teaching experience ⁴⁵	The teacher has recently been meaningfully assessed against and met all of the <i>Registered Teacher Criteria</i> while holding registration	The professional leader who last employed the applicant in New Zealand in a continuous teaching position for at least six weeks has provided an endorsement that : <ul style="list-style-type: none"> • the applicant has provided the professional leader with evidence against all of the <i>Registered Teacher Criteria</i>; and • in the judgement of the professional leader the applicant has demonstrated that they have met all of the <i>Registered Teacher Criteria</i>.

42. Education Act s124A

43. Those teachers who are fully registered under the Trans-Tasman Mutual Recognition Act are accepted as being satisfactorily trained to teach by having evidence of registration in an approved Australian State/Territory.

44. See paragraph 10 a)-f) of the Good Character and Fit to be a Teacher Policy

45. Education Act s125

Requirement	The Council considers that this means	The Council will consider this requirement has been met where
d) Recent teaching experience	Two years ⁴⁶ of teaching experience completed within the last five years or One year ⁴⁷ of teaching experience within the last three years	Has provided a completed list of teaching service
e) Committed to the <i>Code of Ethics</i>	The teacher knows about, understands and is committed to the <i>Code of Ethics</i>	On each application, a person must sign a declaration that they know about, understand and are committed to the <i>Code of Ethics</i> .
f) Proficient in English or te reo Māori	The teacher: meets the minimum level language proficiency requirements.	Most teachers applying for full registration will have already been registered provisionally or subject to confirmation and so will already have provided evidence of being language proficient. The professional leader who completes the endorsement is required to endorse that the teacher has met the <i>Registered Teacher Criteria</i> , including effectively communicating in English and/or te reo Māori.

The Council's expectations

7. The Council expects experienced teachers who are employed in teaching positions to be regularly assessed against and (over the three year period of a practising certificate) demonstrate that they meet all of the *Registered Teacher Criteria*.
8. The Council expects teachers to have evidence of having engaged with and met each of the *Registered Teacher Criteria* through the course of their daily teaching practice and as part of their setting's appraisal process.
9. The Council expects this evidence to be used by professional leaders as the basis for making their decision as to whether a teacher has recently⁴⁸ met all of the *Registered Teacher Criteria*.
10. To maintain full registration, the Council does not require a teacher to be employed for a specific amount of teaching per week, but it will require that their teaching service has been sufficient (i.e. neither too part-time nor too casual) as well as meeting the requirement of being recent to enable their professional leader to make a meaningful assessment against the *Registered Teacher Criteria*.
11. The Council may ask to see copies of the evidence of engaging with and meeting all of the *Registered Teacher Criteria*, but will not do so as a matter of course. The Council will only request this information when it can provide a reason for doing so.

Relevant policies

12. This section of the Registration Framework 2012 should be read in conjunction with the following policies, standards and guidelines:
 - Satisfactorily Trained to Teach Policy
 - Of Good Character and Fit to be a Teacher Policy
 - Satisfactory Recent Teaching Experience Policy
 - Language Requirements for Teaching in Aotearoa New Zealand
 - *Registered Teacher Criteria*
 - *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*

46. Two years of uninterrupted employment (see Education Act 1989 s120) means an accumulated period of not less than 72 weeks completed in blocks of six consecutive weeks or more.

47. One year of uninterrupted employment means an accumulated period of not less than 36 weeks completed in blocks of six consecutive weeks or more.

48. Refer to 'Definitions used in the Registration Policy' for the definition of recent teaching service and meeting the *Registered Teacher Criteria*.

Registration Subject to Confirmation

This section provides information about the requirements and processes that apply to the category of registration subject to confirmation.

The requirements for gaining full registration are set out in Part c 'Pathway to Gaining Full Registration'.

Introduction

1. Registration subject to confirmation is for experienced teachers.
2. Registration subject to confirmation signals that the teacher
 - has had at least two years teaching experience; and
 - has been inducted into the teaching profession by successfully completing a two year programme of induction and mentoring (or its equivalent) which is comprehensive, educative and evaluative⁴⁹; but
 - for valid reasons has not been able to be meaningfully assessed against the *Registered Teacher Criteria* within the last five years.
3. To be lawfully employed in a teaching position in a school, kura, kindergarten and in many positions in early childhood education settings, a teacher also needs to hold a current practising certificate.
4. When a teacher applies for and is granted registration subject to confirmation, the Teachers Council will issue a practising certificate. The practising certificate will expire after three years.
5. The most common reasons for teachers being registered subject to confirmation are:
 - they have recently been employed in teaching positions that are too part-time or too casual to enable the teacher to be meaningfully assessed against the *Registered Teacher Criteria* (they do not meet the criteria for satisfactory recent teaching experience to get full registration); or
 - they have recently been teaching overseas so cannot be meaningfully assessed in New Zealand, but they wish to maintain their New Zealand registration; or
 - their full registration has expired and they were unregistered as at the time of application; or
 - they are returning to teaching after having taken a break from the profession for personal or career reasons.
6. The Council considers the *Registered Teacher Criteria* paramount in defining the teaching benchmark for registration purposes.
7. Registration subject to confirmation does **not** signal that the teacher cannot meet the *Registered Teacher Criteria* nor does it signal that there are any competence or conduct issues associated with a teacher. Instead this category of registration signals that a teacher's experience and qualifications mean that they are likely to be a satisfactory teacher, but that they have not recently had the opportunity to demonstrate that they are a satisfactory teacher (i.e. they cannot be meaningfully assessed against the satisfactory recent teaching experience criteria). When they do again have the opportunity to be meaningfully assessed and meet the *Registered Teacher Criteria*, they will be able to again apply for full registration.

49. The *Guidelines for Induction and Mentoring and Mentor Teachers* describe the requirements and expectations for high quality induction and mentoring programmes and are included in Section Four: Standards and Guidelines.

Requirements

8. In order to become registered subject to confirmation a teacher is required to be:
- satisfactorily trained to teach; and
 - of good character and fit to be a teacher; and
 - likely to be a satisfactory teacher or has had adequate and suitable teaching experience; and
 - committed to the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*; and
 - proficient in English or te reo Māori

Requirement	The Council considers that this means	The Council considers that this has been met when
a) Satisfactorily trained to teach ⁵⁰	The teacher: has a tertiary qualification/s that includes sufficient elements of teacher education ⁵¹ and can demonstrate that they have met the <i>Graduating Teacher Standards</i> (or equivalent)	The Council will only ask an applicant to provide evidence of being satisfactorily trained when there is no record of this being provided before ⁵² , or if the Council has genuine reasons for doing so.
b) Of good character and fit to be a teacher ⁵³	The teacher: <ul style="list-style-type: none"> has qualities and attributes⁵⁴ that mean they are likely to uphold the public and professional reputation of NZ teachers and promote the safety of ākongā; and does not have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily 	The teacher has <ul style="list-style-type: none"> had a police clearance completed by the Vetting and Validation section of the NZ Police and a national police clearance from any country in which the applicant has spent 12 months or more within the last 10 years and made a declaration about whether or not they have been dismissed from a teaching position in any country, have had teacher registration refused or cancelled in any country, have any physical or mental health condition that affects their ability to carry out a teaching role safely and satisfactorily, and are under investigation for any matters that may call into question whether they meet the Council's good character and fit to be a teacher policy.

50. Education Act s124A

51. In exceptional circumstances, the Council may consider it appropriate to register a person who has tertiary qualifications but they do not include sufficiently comparable elements of teacher education but will only do so when that person has substantial experience of teaching and education and can draw on that experience to provide evidence that they meet the *Graduating Teacher Standards*. This process is described in the Satisfactorily Trained to Teach Policy.

52. This will include those teachers who apply for registration subject to confirmation for the first time, including some overseas trained teachers, teachers who have maintained full registration since 1990, and those who are unregistered but previously maintained full registration from 1990.

53. Education Act s124B

54. See paragraph 10 a)-f) of the Good Character and Fit to be a Teacher Policy

Requirement	The Council considers that this means	The Council considers that this has been met when
c) Likely to be a satisfactory teacher or has had adequate and suitable teaching experience	The teacher is likely to meet all of the <i>Registered Teacher Criteria</i> once they have had the opportunity to be meaningfully assessed against them	To reapply for registration subject to confirmation and a practising certificate: if they have completed two or more years of teaching, a teacher must provide a testimonial from their professional leader stating that they are likely to be a satisfactory teacher, OR if they have not completed two years of teaching, provide a valid reason for not meeting all of the <i>Registered Teacher Criteria</i> .
	The teacher has 'adequate and suitable teaching experience' and is, in the Council's view, an experienced teacher ⁵⁵	To gain registration subject to confirmation and a practising certificate for the first time the teacher must be an experienced teacher and has provided a testimonial from their last professional leader stating that they are likely to be a satisfactory teacher.
d) Committed to the <i>Code of Ethics</i>	The teacher knows about, understands and is committed to the <i>Code of Ethics</i>	Has signed a declaration that they know about, understand and are committed to the <i>Code of Ethics</i> .
e) Proficient in English or te reo Māori	The teacher : meets the minimum level language proficiency requirements.	The Council will only ask an applicant to provide evidence of language proficiency when there is no record of this being provided before or if the Council has genuine reasons If a teacher has not previously been registered <ul style="list-style-type: none"> • has evidence of completing an approved ITE programme in New Zealand or • provide a certified copy of results from an approved English language test or approved Māori language test showing that the relevant minimum score has been attained in each testing area⁵⁶; or • if the qualification was completed in a country where English is an official language, provide a statement from the institution where their teaching qualification was completed that the medium of instruction for the qualification was English or • if English is their first spoken language, provide a self-declaration attesting that their first spoken language is English; AND statements from schools and education providers confirming the language of instruction for all schooling and qualifications was English.

55. For the definition of experienced teacher, refer to 'Definitions used in the Registration Policy'.

56. Language requirements including minimum acceptable test results are listed in Language Requirements for Teaching in Aotearoa New Zealand.

The Council's expectations

9. **Teachers who are registered subject to confirmation are expected to gain full registration within one to three years.** The Council expects that most teachers registered in this category who are employed in a teaching position will be meaningfully assessed against and meet all of the *Registered Teacher Criteria* within one to three years. The Council will only accept reapplications for registration subject to confirmation when the teacher continues to meet the criteria for registration and there are valid reasons for the teacher not having applied for full registration. The Council considers that valid reasons that the teacher has not been meaningfully assessed against the *Registered Teacher Criteria* might include:
- have not been employed in a teaching position in New Zealand; or
 - their employment has been (in the judgement of their employing professional leader) too part-time or too casual.

Relevant policies

10. This section of the Registration Framework 2012 should be read in conjunction with the following policies, standards and guidelines:
- Satisfactorily Trained to Teach Policy
 - Good Character and Fit to be a Teacher Policy
 - Likely to be a Satisfactory Teacher Policy
 - Language Requirements for Teaching in Aotearoa New Zealand
 - *Graduating Teacher Standards*
 - *Registered Teacher Criteria*
 - *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*
 - *Guidelines for Induction and Mentoring and Mentor Teachers.*

Part c: Pathway to Gaining Full Registration

This section provides information about the requirements and processes that apply when a teacher who is registered either provisionally or subject to confirmation seeks to gain full registration.

Introduction

1. Gaining full registration is a significant step in a teacher's career and it signals that the teacher has met all of the *Registered Teacher Criteria*. The key requirement for full registration that differs from the other two categories of registration is that the teacher must be able to satisfy the Council that they have satisfactory recent teaching experience.
2. A teacher will only transition to full registration from provisional registration once in their teaching career. The other pathway to full registration is from registration subject to confirmation, which may apply to teachers new to New Zealand but with overseas experience, or to teachers who have previously held full registration in New Zealand. It is possible that a teacher may progress to full registration from registration subject to confirmation more than once in their teaching career, depending on their professional and life choices.
3. Teachers with provisional registration or registration subject to confirmation are entitled to receive specific support in the form of an induction and mentoring programme to assist them with meeting the *Registered Teacher Criteria*.
4. For a teacher to gain full registration from **provisional** registration the Council will require confirmation that the teacher has recently completed an appropriate induction and mentoring programme in a teaching role which is sufficient for meaningful assessment to have taken place.
5. For a teacher to gain full registration from registration **subject to confirmation** the Council will require confirmation that the teacher has recently completed an adequate mentoring programme for an experienced teacher in a teaching role which is sufficient for meaningful assessment to have taken place.
6. When a teacher's application for full registration is approved by the Council their category of registration becomes full registration; although this does not affect the expiry date of the teacher's practising certificate, which still expires three years from when it was issued. Full registration is kept current and 'live' by the reissue of the teacher's practising certificate every three years. Full registration only expires, unless otherwise cancelled or deregistered, five years after the expiry of the teacher's most recent practising certificate.
7. Due to administrative and processing times, a teacher should ensure that their practising certificate is current for at least two more months when submitting an application for full registration.

Requirements

8. In order to gain full registration a teacher must:
 - have satisfactory recent teaching experience⁵⁷ as approved by the Council.
9. *Satisfactory recent teaching experience* is defined in the Education Act and further explained in this policy. Generally speaking, it means recent employment in a teaching position/s in the general education system or a setting approved by the Council when a teacher is registered.
10. Provisionally registered teachers are likely to be newly qualified teachers who require an intensive and sustained period of induction and mentoring to embed the theory learned in the ITE programme and to apply this in practice. Teachers registered subject to confirmation are experienced teachers.
11. Provisionally registered teachers are teachers who are yet to meet the *Registered Teacher Criteria* for the first time. During their induction into the teaching profession, they will be required to document both the process of induction and mentoring over at least two years and maintain a folio of evidence that will enable their mentor teacher and professional leader to confirm to the Council that the teacher has met all of the *Criteria*.
12. Documenting their induction programme requires the teacher and mentor to record activities such as
 - a) evidence informed reflection completed by the teacher on their developing professional relationships, values and knowledge informed practice (framed by the *Registered Teacher Criteria*), and linking reflection to evidence of student achievement
 - b) teaching observations

57. Education Act 1989 Part 10 s 122.

- c) 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
 - d) written formative and summative feedback provided to the teacher by their mentor on progress towards meeting the *Registered Teacher Criteria*
 - e) evidence of engagement in, and reflection on professional learning and development opportunities.
13. The portfolio of evidence for meeting the *Registered Teacher Criteria* must be sufficient to enable the mentor teacher and professional leader to make an appropriate judgement about whether or not the teacher has met the *Criteria*.
14. Experienced teachers who are registered subject to confirmation do require mentoring but do not require the same intensive mentoring as newly qualified teachers. The Council therefore need to assess the evidence of *satisfactory recent teaching service* differently depending on whether the teacher has provisional registration or registration subject to confirmation. While the elements described in paragraph 12 above are still required they would be undertaken as appropriate for the individual experienced teacher.

Requirements to gain full registration

Requirement	What the Council requires	The Council will require the following information to assess whether the requirements have been met
Satisfactory recent teaching experience⁵⁸	<p>See 'Definitions used in the Registration Policy'. Employment of two years (or a shorter period approved by the Council) in a teaching position/s in the general education system (or a setting approved by the Council) satisfactorily completed within the last five years.</p> <p>This has two components:</p> <ul style="list-style-type: none"> • recent experience • satisfactorily completed 	<p>The teacher provides:</p> <ul style="list-style-type: none"> • details of teaching service including the setting/s where the teacher has been employed; and • details of the position the teacher is employed in where appropriate/ necessary

58. Education Act s120

Requirement	What the Council requires	The Council will require the following information to assess whether the requirements have been met
<p>Satisfactorily completed⁵⁹</p> <p>1. Meaningfully assessed against <i>Registered Teacher Criteria</i></p>	<p>Provisionally registered teachers</p> <ul style="list-style-type: none"> • been employed in a 0.5 full time teacher equivalent (FTTE)⁶⁰ teaching position for at least two years in the last five years and • completed an appropriate induction and mentoring programme which has <ul style="list-style-type: none"> • been supervised by a mentor who is fully registered; and • been of at least two years duration; and • been in the NZ general education system or an approved setting; and • provided a broad range of teaching experience; and • been in line with the Council's <i>Guidelines for Induction and Mentoring and Mentor Teachers</i>. 	<p>Provisionally registered teachers</p> <ul style="list-style-type: none"> • The teacher must provide: <ul style="list-style-type: none"> • the name and registration number of the mentor teacher/s and • details of teaching service and the length of the induction and mentoring programme • details of the setting/s where the teacher has been employed • evidence of completing an induction and mentoring programme over at least two years (upon request from the Council).
	<p>Teachers registered subject to confirmation</p> <ul style="list-style-type: none"> • been employed in a teaching position which is sufficient to enable meaningful assessment against the <i>Registered Teacher Criteria</i>; and • completed an appropriate mentoring programme which has been: <ul style="list-style-type: none"> • endorsed as adequate by the teacher's professional leader; and • supervised by a fully registered teacher; and • of at least 3 calendar months' duration • For teachers registered subject to confirmation, their mentoring programme is likely to emphasise recent changes in curriculum and assessment. For overseas trained teachers, induction into the cultural context of teaching in New Zealand will also be important. 	<p>Teachers registered subject to confirmation</p> <ul style="list-style-type: none"> • A teacher must provide: <ul style="list-style-type: none"> • the name and registration number of the mentor teacher/s and • details of teaching service and the mentoring programme and • the professional leader's endorsement that the mentoring programme has been adequate; and • evidence of completing a mentoring programme of at least 3 calendar months' duration while registered subject to confirmation (upon request from the Council).

59. Education Act s125

60. For registration purposes the Council will consider 0.5 FTTE to mean at least half of a full time teaching week. For employers who measure jobs in contact hours these positions are taken to mean contact hours plus other duties. 0.5 FTTE includes all aspects of teachers' work (i.e. teaching contact hours, planning and preparation time, attendance at staff meetings and professional development).

Requirement	What the Council requires	The Council will require the following information to assess whether the requirements have been met
2. Meets the <i>Registered Teacher Criteria</i>	<p>A teacher has met the <i>Registered Teacher Criteria</i> when:</p> <ul style="list-style-type: none"> they have been appraised by their professional leader who most recently employed them in a teaching position for a minimum of six consecutive weeks; and the six week period of teaching has been completed within the last six months; and their professional leader can attest that the teacher has provided evidence of meeting all of the <i>Registered Teacher Criteria</i>. 	The endorsement of the professional leader who most recently employed them in a teaching position for a minimum of six consecutive weeks within the last six months.
<p>Recent experience</p> <p><i>Note that, generally, the Council considers that recent teaching experience must have been completed while registered to be considered 'satisfactorily completed' for the purposes of full registration</i></p>	<p>Provisionally registered teachers</p> <ul style="list-style-type: none"> Two years⁶¹ of teaching experience completed within the last five years. <p>Teachers registered subject to confirmation</p> <ul style="list-style-type: none"> Two years of teaching experience completed within the last five years; or One year of teaching experience completed within the last three years; or At least three calendar months of teaching completed with an appropriate mentoring programme since the teacher was granted registration subject to confirmation. 	All applicants must provide a completed list of teaching service.

- Provisionally registered teachers need to ensure that they gain the teaching experience and support they will need to be able to gain full registration within two years and before six years has passed (provisional registration expires after six years).
- One year of supervised teaching service completed overseas may be considered as acceptable by the Council towards the requirements for gaining full registration from provisional registration provided that the teaching was completed in a school or setting recognised by the education authority of the relevant state or country, and an appropriate system of support and mentoring was provided.
- When this occurs the Council will require evidence of mentored teaching completed outside of New Zealand before granting full registration.
- The Council expects that teachers registered subject to confirmation will meet the requirements to gain full registration within one to three years (but can apply again for registration subject to confirmation when the Council considers the teacher continues to meet the registration requirements and there are valid reasons for the teacher not progressing to full registration).

61. Two years means an accumulated period of not less than 72 weeks completed in blocks of six consecutive weeks or more.

19. The Council expects provisionally registered teachers to access and fully engage in a high quality induction and mentoring programme that is comprehensive, educative and evaluative⁶². Provisionally registered teachers should ascertain that the employer can provide such an induction and mentoring programme before accepting an offer of employment in a teaching position.
20. The responsibility for ensuring the induction programme is implemented and that records are kept of the provisionally registered teacher meeting the *Registered Teacher Criteria* is shared between the teacher and their professional leader.
21. Teachers registered subject to confirmation can gain full registration within as short a time as three calendar months⁶³ if they can demonstrate that within that time they have been meaningfully assessed against and met the *Registered Teacher Criteria*, and been employed in a teaching position⁶⁴.
22. The *Registered Teacher Criteria* define what the Council considers to be satisfactory teaching for registration purposes. Therefore in order to gain full registration after three months, a teacher registered subject to confirmation must have sufficient opportunities in their teaching practice to be meaningfully assessed against and meet the *Registered Teacher Criteria*.

62. The *Guidelines for Induction and Mentoring and Mentor Teachers* describe the requirements and expectations for high quality induction and mentoring programmes and are included in Section Four: Standards and Guidelines.

63. Education Act 1989 Part 10 s 124.

64. Note that the Council is more likely to require evidence used by a professional leader to make an assessment against the *Registered Teacher Criteria* when an application is made to gain full registration within less than one year.

Section Three

Policy Documents

This section sets out each of the formal policies that underpin all registration processes.

These policies are:

- Satisfactorily Trained to Teach Policy
- Good Character and Fit to be a Teacher Policy
- Likely to be a Satisfactory Teacher Policy
- Satisfactory Recent Teaching Experience Policy
- Language Requirements for Teaching in Aotearoa New Zealand
- Policy on the Approval of Settings for Gaining Full Registration Outside of the General Education System
- Policy on the Approval of Settings for Maintaining Full Registration Outside of the General Education System
- Limited Authority to Teach Policy

For information on how these policies work together to create the rules and guidelines that are applied to each category of registration, see Section Two: Teacher Registration Framework 2012.

Satisfactorily Trained to Teach Policy

Purpose

1. The purpose of this policy is to set out how the New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) will interpret and apply the legislative requirement for all registered teachers to be 'satisfactorily trained to teach'.

Rationale

2. The Education Act 1989 requires all registered teachers to be 'satisfactorily trained to teach', as determined by the Council.
3. Teaching is a complex and demanding profession and the knowledge, skills and qualities that a teacher brings to their work plays a critical role in enabling the educational achievement of all learners.
4. Teacher qualifications and training (including formal study, experience, and professional development) are important indicators of teacher quality, safety and competence.
5. The Council has developed the *Graduating Teacher Standards* to define what is expected of trained and qualified teachers for the purposes of registration.
6. This policy seeks to ensure that there is a clear and consistent interpretation and application of what is required for a teacher to be deemed to be satisfactorily trained to teach for registration purposes.
7. The Council also wants to ensure that the knowledge that teachers have is current. For this reason, the Council intends to increasingly focus on the recency of teachers' qualifications and recency of teaching experience when assessing whether teachers can be considered 'satisfactorily trained to teach'.

Legislative Context

8. The principal sections of the Education Act 1989 applicable to this policy are sections 122, 123, 124 and 124A.

Definition

9. For registration purposes the Council considers a person satisfactorily trained to teach if they:
 - a) have a tertiary level qualification/s that includes sufficient elements of teacher education; **and**
 - b) can demonstrate that they meet the *Graduating Teacher Standards* or their equivalent
10. In exceptional circumstances only, the Council may consider that a person who does not meet the requirements set out in paragraph 9 above may be satisfactorily trained to teach. These exceptional circumstances and the process for making discretionary decisions are set out in 'The Council's discretion to determine whether training is satisfactory' section below.
11. The Council works closely with tertiary providers of teaching qualifications in New Zealand. This helps to ensure that any graduate of an approved New Zealand initial teacher education (ITE) programme that has been approved by the Council has demonstrated that they meet the *Graduating Teacher Standards* and will be able to be considered by the Council as satisfactorily trained to teach when they apply for registration.

Registration Requirements

For gaining registration

12. When making an application to gain registration for the first time (or if the Council has no record of having seen and accepted an applicant's qualifications) the applicant is required to provide evidence of being satisfactorily trained to teach by:
 - having evidence of having graduated from an approved New Zealand ITE programme (in the form of a certified copy of their qualification/s, including entry level qualifications for graduate diploma programmes); **or**
 - having evidence of holding an overseas teaching qualification that has been recognised by NZQA as comparable to an approved ITE programme (in the form of an International Qualifications Assessment report) **or**
 - having evidence of holding an overseas teaching qualification that has been recognised by NZQA as having the core components of an approved ITE programme (in the form of an International Qualifications Assessment report) **or**
 - provides sufficient information to enable the Council to consider making a decision (discussed further at paragraph 19 below) that the applicant is satisfactorily trained to teach.
13. From **1 January 2015**, in addition to the above requirements, the Council will require that a person applying for registration for the first time will provide evidence that:
 - the Council recognised teaching qualification has been awarded within the previous six years; **or**
 - (for experienced teachers or teachers who have taught overseas) a Council recognised teaching qualification was awarded over six years ago **and** that they have recent teaching experience that is acceptable to the Council.
14. If an applicant has a teaching qualification or experience that is not recognised by the Council, the teacher will be required to successfully complete an approved refresher programme to demonstrate that their knowledge and skills are current before they can be considered satisfactorily trained to teach by the Council.
15. This requirement will not apply to teachers who are already registered at 1 January 2015 and who seek to reapply or renew their registration. It will only apply to teachers registering for the first time on or after 1 January 2015.

For maintaining or renewing registration

16. Applicants will not need to supply evidence of being satisfactorily trained to teach each time they apply for registration. When a teacher reapplies or renews their registration, the Council will consider that because the applicant has already provided evidence, that they are satisfactorily trained to teach unless the Council:
 - does not have a record of that evidence⁶⁵ **or**
 - has a good reason for checking that any evidence previously supplied is full and accurate.

The Council's discretion to determine whether training is satisfactory

17. The Council will ensure that its decision-making process is fair, transparent and consistent.
18. The Council will use the following criteria for making decisions as to whether an applicant is satisfactorily trained to teach in circumstances when they cannot provide either:
 - evidence of having graduated from an approved New Zealand ITE programme; **or**
 - evidence of holding an overseas teaching qualification that has been recognised by NZQA as comparable or having the core components of an approved ITE qualification.

65. Teachers who were granted full registration in 1990 and have either maintained full registration since that time by continuing to renew their practising certificate, or who have become unregistered and have not had registration subsequently approved, have not provided the Council with evidence of being satisfactorily trained to teach. Practising teachers were grandparented into the registration system in that year when the Teachers Registration Board was established.

Criteria for decision making

19. In determining whether or not training is satisfactory the Council will:
- a) Take account of evidence that the person can provide of:
 - their tertiary qualifications from accredited institutions (e.g. certified copies of all qualifications and official course transcripts); and
 - their total teaching experience in New Zealand and overseas; and
 - professional development that is related to teaching and learning; and
 - testimonials from previous employers (with particular weight being given to any testimonials provided by people who are currently fully registered NZ teachers); and
 - appraisal information and documentation; and
 - information about professional registration or accreditation status in any countries where they have taught; and
 - any other relevant factor.
 - b) Consider the applicant's analysis of how their teaching experience and training demonstrates that they could meet the *Graduating Teacher Standards*.
 - c) Take account of the expectation of the teaching profession that all registered teachers are *qualified* teachers and that this means having a tertiary qualification awarded by an institution that has accreditation and that includes sufficient elements of teacher education. Unless there are exceptional circumstances, the Council will not consider it sufficient for a person to hold any other type of tertiary level qualification or qualifications with minimal pedagogical and teacher education content. These exceptional circumstances will usually be when historical anomalies and changes in policy have allowed people to have gained significant teaching experience within New Zealand without holding a tertiary level teaching qualification.
 - d) Review the total package of evidence provided above and consider whether the Council is assured that the person can be considered satisfactorily trained to teach.

Effective from January 2012

Good Character and Fit to be a Teacher Policy

Introduction

1. The New Zealand Teachers Council / Te Pouherenga Kaiako o Aotearoa (The Council) provides professional leadership in teaching, enhances the professional status of teachers and contributes to a safe and high quality teaching and learning environment.
2. The Council has a statutory responsibility under the Education Act 1989 to register suitable applicants to the teaching profession. To fulfil this obligation the Council must be satisfied that an applicant is of good character and fit to be a teacher.
3. This policy forms one part of the overarching Registration Policy and should be read in conjunction with the policies listed at paragraph 19.

Purpose

4. The purpose of this policy is to:
 - a) identify the criteria that will be used by the Council for determining good character and fitness to be a teacher;
 - b) identify the processes used by the Council for determining teachers' good character and fitness to be a teacher for all parts of the registration processes and processes for granting a Limited Authority to Teach;
 - c) increase public and professional confidence in the registration processes in maintaining high standards and registering teachers who are of good character and who are fit to be a teacher.

Legislative Context

5. The principal sections of the Education Act 1989 applicable to this policy are sections 121, 122, 123, 124, 124B, 126, 129, 129A, 130, 130A, 130B, 130C and 130D.
6. Before the Council can register an applicant or grant a Limited Authority to Teach (LAT) the Council must be satisfied that, amongst other things, the applicant:
 - is of good character; and
 - is fit to be a teacher.
7. In deciding whether or not an applicant meets those criteria, section 124B of the Education Act 1989 requires the Council to obtain a police vet of the applicant. The Council will take the police vet into account in making its decision, as well as any other matters that are relevant in the circumstances.

Other relevant legislation

8. The Council is aware of the responsibilities within this policy to comply with other legislation including the Bill of Rights Act 1990, the Human Rights Act 1993, Privacy Act 1993, Criminal Records (Clean Slate) Act 2004, Official Information Act 1982 and the Children, Young Persons & their Families Act 1989.

Ethical context

9. The New Zealand Teachers Council *Code of Ethics for Registered Teachers / Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia* (January 2005) applies to registered teachers and to those persons who are granted a Limited Authority to Teach (LAT).

Definition of 'Good Character and Fit to be a Teacher'

10. The Council will take the following matters into account in deciding whether an applicant is of good character and is fit to be a teacher. The applicant:
 - a) has a police vet satisfactory to the Council;
 - b) displays respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others;
 - c) upholds the public and professional reputation of teachers;
 - d) promotes and nurtures the safety of learners within his or her care;
 - e) is reliable and trustworthy in carrying out duties;
 - f) is mentally and physically fit to carry out the teaching role safely and satisfactorily.⁶⁶
11. The Council may also take into account any other matters that it considers relevant in the circumstances.

Principles

12. The Council will observe the following key principles in determining whether an applicant is of good character and is fit to be a teacher:
 - a) **natural justice:** the Council will give an applicant an opportunity to be heard before the Council decides not to register that applicant on the grounds of character or fitness to be a teacher;
 - b) **transparency:** the Council will:
 - i) endeavour to make clear its processes for deciding whether an applicant is of good character and is fit to be a teacher; and
 - ii) provide reasons if it decides that an applicant does not meet those criteria;
 - c) **consistency:** the Council will have regard to prior decisions where relevant;
 - d) **reliability:** the Council will ensure that its decisions about applicants' character and fitness to be a teacher are based on comprehensive and quality information.

Evidence

13. The Council will ensure that decisions are based on comprehensive and quality information.
14. The evidence required by the Council when it determines the good character of an applicant shall be a police vet satisfactory to the Council. (see Appendix 1)
15. The evidence required by the Council when it determines that an applicant is fit to be a teacher shall be:
 - For a Limited Authority to Teach:
 - i. satisfactory police vet;
 - ii. applicant declaration;
 - iii. employer endorsement;
 - iv. support endorsements – for itinerant positions only.
 - For teacher registration: *
 - i. satisfactory police vet;
 - ii. applicant declaration;
 - iii. testimonial;
 - iv. recommendation;
 - v. endorsement.

* see appendix 2 for further details

66. In considering this criterion, the Council will distinguish between any mental or physical condition that affects an applicant's ability to carry out the teaching role satisfactorily, and any disability that an applicant has that does not impact on that ability. The Council is aware of its obligation not to contravene the Human Rights Act 1993 by unlawfully discriminating against any person.

Determination

16. Points at which the Council will require evidence of good character and fitness to be a teacher are:

1. *Registration and Application for Limited Authority to Teach (LAT),*

- a) by registration staff at the point of application;
- b) by the Application Review Committee (a staff committee) when further consideration of an application is required;
- c) by the Registration Sub-committee (a staff management committee) as a result of notification of misconduct, conviction or other consideration;
- d) by Council members upon recommendation from the Registration Sub-committee.

2. *When applications for registration/LATs are being processed and there is one of the following:*

- a) a complaint about competence or conduct;
- b) a conviction; or
- c) a mandatory report.

then the appropriate Council processes for those circumstances will be followed. Once resolution of those issues is finalised then the registration process will continue for that applicant with regard to the outcome of the Council's processes.

Appeals

17. Any applicant who is not satisfied with a Council decision about his or her application may appeal that decision to the District Court within 28 days (or any longer period that the Court allows) of receiving notice of the decision.

Policy Review

18. The policy may be reviewed and consulted on as necessary by the Council.

Related Policy References

19. This policy should be read in conjunction with the following policies:

- a) Satisfactorily Trained to Teach Policy (2012)
- b) Good Character and Fit to be a Teacher Policy (2007)
- c) Likely to be a Satisfactory Teacher Policy (2012)
- d) Satisfactory Recent Teaching Experience Policy (2012)
- e) Language Requirements for Teaching in Aotearoa New Zealand (2006)
- f) Policy on Approval of Settings Outside the General Education System for Gaining Full Registration (2003)
- g) Policy on Approval of Settings Outside the General Education System for Maintaining Full Registration (2003)
- h) Approval, Review and Monitoring Processes for Initial Teacher Education Programmes (2009)
- i) Limited Authority to Teach Policy (2007)

Effective from November 2007; revised December 2011

Appendix 1.

The current criteria used by Council staff within the registration process for assessing “good character through a police vet satisfactory to the Council” would include reference to:

- severity;
- recency;
- age at offending; and
- pattern of offending.

Appendix 2.

Evidence of an Applicant's Good Character and Fitness to be a Teacher.

Evidence	Used in	Provided by
Applicant declaration	Forms TC0, 1, 1A, 3 & 4.	Applicant to complete and sign this section to declare all information within the application is correct.
Applicant declaration	TC0, 1, 1A, 3 & 4.	To declare any physical or mental health condition that may affect the applicant's teaching.
Testimonial	Re-applying for Provisional or STC.	Professional leader to testify that the applicant is of good character and fit to be a teacher.
Endorsement	Renewing of Practising Certificate TC 3.	Professional leader or if the professional leader is not a registered teacher then by a second endorser who must be a registered teacher. To endorse that the applicant is of good character and fit to be a teacher.
Endorsement	For Limited Authority to Teach TC 4.	Professional leader endorses the suitability of the applicant to be of good character and fit to be a teacher.
Police Vet	TC0, 1, 1A, 3 & 4.	The applicant will have a satisfactory police vet.

Likely to be a Satisfactory Teacher Policy

Purpose

1. The purpose of this policy is to set out how the New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) will interpret and apply the legislative requirement⁶⁷ for provisionally registered teachers and those teachers registered subject to confirmation to be 'likely to be a satisfactory teacher'⁶⁸.

Rationale

2. Teacher registration is a signal of a teacher's professionalism and integrity. Registration is one of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.
3. Being a satisfactory teacher, or likely to be a satisfactory teacher is a key indicator of professional competence.
4. The Council expects experienced teachers, who currently hold a teaching position, to demonstrate that they are a satisfactory teacher. The Education Act (1989) recognises that teachers who have not had satisfactory recent teaching experience, need time and appropriate teaching opportunities to demonstrate that they are satisfactory teachers. For this reason, teachers can be issued a practising certificate and be provisionally registered or registered subject to confirmation when they can demonstrate that they are *likely* to be a satisfactory teacher.
5. This policy seeks to ensure that there is a clear and consistent definition of what the Council considers is required to determine that a teacher is 'likely to be a satisfactory teacher' for registration purposes.
6. This policy should be viewed in the context of the Council's wider work within the teaching profession which aims to support all teachers to not only endeavour to be satisfactory, but to continually strive for excellence by reflecting, learning and developing as high quality teachers.

Legislative Context

7. The principal sections of the Education Act 1989 applicable to this policy are sections 123 and 124.⁶⁹

Definition

8. The *Registered Teacher Criteria* define what constitutes satisfactory teaching for registration purposes.
9. This policy only applies when a teacher has insufficient recent teaching experience to be meaningfully assessed against the *Registered Teacher Criteria*⁷⁰. This means:
 - the teacher has not recently held a teaching position in the New Zealand general education system or another approved setting
 - in the judgement of the professional leader who has most recently employed the teacher, the recent teaching position/s they have held are too part-time or too casual to allow for meaningful assessment against the *Registered Teacher Criteria*
 - any other situation where the Council accepts that meaningful assessment against the *Registered Teacher Criteria* has not been possible.
10. Unless these conditions are met, the Council expects a teacher to be assessed against and meet the *Registered Teacher Criteria* and thereby demonstrate that they are a satisfactory teacher⁷¹.
11. The Council considers a teacher is likely to be a satisfactory teacher if their experience and training signals that they are likely to meet the *Registered Teacher Criteria* when they can be meaningfully assessed against them.

67. Education Act Part 10 s 123 and s 124.

68. Note: this policy does not apply in any way to people seeking Limited Authority to Teach. All requirements for LAT are set out in the Limited Authority to Teach Policy.

69. Sections 130B and 130C of the Act also require a person to be 'likely to be a satisfactory teacher' in relation to Limited Authority to Teach (LAT). Refer to the LAT policy for further information.

70. A full definition of 'meaningfully assessed' can be found in the Satisfactory Recent Teaching Service Policy.

71. This means that when a teacher has sufficient recent teaching service and opportunities within their recent teaching employment, they must be assessed against the *Registered Teacher Criteria*, i.e. a teacher cannot choose not to be assessed against the *Criteria*.

Requirements for registration

12. For registration purposes, the Council will accept that a teacher is likely to meet all of the *Registered Teacher Criteria* if there are no on-going issues of competency or conduct⁷² and one of the following applies:
- They have previously been fully registered, which demonstrates that they have met the *Registered Teacher Criteria* in the past (so are likely to meet them in the future); or
 - they have more than two years of teaching experience since gaining their teaching qualification, and the professional leader who last employed the teacher attests that the teacher is likely to meet the *Registered Teacher Criteria*⁷³; or
 - if they do not have two years of teaching experience, the institution/provider of their teaching qualification considers that they are likely to be a satisfactory teacher and has demonstrated this by awarding them a teaching qualification

Requirements for reapplying for registration

13. The Council expects teachers who are employed in teaching positions in New Zealand and who are registered subject to confirmation or who are provisionally registered to be working towards demonstrating that they are a satisfactory teacher by meeting all of the *Registered Teacher Criteria* and becoming fully registered.
14. The Council will carefully consider reapplications for provisional registration and registration **subject to confirmation**. The Council needs to be satisfied that the teacher continues to meet the criteria for registration and that the other criteria for issuing a practising certificate have been met⁷⁴.
15. The Council considers that valid reasons for reapplying for registration or practising certificates subject to confirmation would include:
- not having recently been employed in a teaching position in New Zealand
 - in the judgement of the professional leader who most recently employed them, the teaching position/s they have recently held are too part-time or too casual for the teacher to be meaningfully assessed against the *Registered Teacher Criteria*.
16. The Council generally considers there should be no restriction on the number of times a teacher can reapply for registration in the category subject to confirmation, as long as the registration criteria have been met.
17. The Council considers that valid reasons for reapplying for **provisional registration** would include:
- not yet being able to demonstrate that they meet all of the *Registered Teacher Criteria*, but their professional leader can provide their assurance that
 - satisfactory progress towards meeting all of the *Registered Teacher Criteria* is being made and
 - there will be continuing support for the teacher in order for them to be able to demonstrate that they do meet all of the *Registered Teacher Criteria* within the next three years
 - parental leave
 - ill health (of teacher or close relative) that excludes a teacher from working
 - living overseas
 - being unable to secure a 0.5 FTE teaching position
 - being employed in a setting where the teacher cannot participate in a two year, broad-based induction and mentoring programme while being mentored by a fully registered teacher.
18. Note that provisional registration can only be granted for a maximum of six years. This means that the teacher has six years from the time provisional registration is granted in which to be meaningfully assessed against and meet all of the *Registered Teacher Criteria* to gain full registration.

72. If a teacher is being investigated by the Council, Complaints Assessment Committee or Disciplinary Tribunal for any matters relating to their conduct, competency and/or ability to meet the Council's good character and fit to be a teacher requirements an application for registration will not be finalised until the matter has been satisfactorily resolved.

73. The Council can make a discretionary decision to accept that a person is likely to be a satisfactory teacher when the attestation of a professional leader cannot be provided - see paragraphs in this section headed 'The Council's discretion to determine whether a person is likely to be a satisfactory teacher'.

74. Education Act 1989 s130(6).

19. Where a teacher reapplies for provisional registration the Council will communicate with the teacher to ensure they understand the Council's expectations in terms of progressing to full registration within the next three years as the maximum amount of time allowed for under the Education Act 1989.
20. If a provisionally registered teacher is unable to be meaningfully assessed against and meet all of the *Registered Teacher Criteria* and to gain full registration within the timeframes set out above before reapplying for a practising certificate, the Council will require them to satisfactorily complete a refresher programme and to demonstrate that they still have the skills and attributes that make them likely to be a satisfactory teacher.

Evidence required

21. The Council will require those applicants reapplying for provisional registration or registration subject to confirmation to provide a personal attestation (in the form of a signed statement) as to the valid reasons they have for requiring reapplication. This will be required to be endorsed by the applicant's professional leader when applicable.
22. In all situations, by signing the applicant declaration section of the application forms, the applicant gives the Council permission to contact the Ministry of Education and their pay agents, and any individual or institution named in the application to verify the details of teaching service.
23. The Council is authorised under the Education Act (Part 10 Section 128) to match information about the teaching service of those currently employed in a teaching position in state and integrated schools to the Council's records of registered and/or authorised teachers.
24. In considering their application for registration, the Council may ask applicants to provide evidence of the reason they are seeking reapplication. The Council will only ask for this additional information when there is reason/s to do so in order to be confident that the requirements of this policy are being met.

The Council's discretion to determine whether a person is likely to be a satisfactory teacher

25. The Council will apply the following criteria for considering whether a person is 'likely to be a satisfactory teacher' when the applicant has two or more years of teaching experience and is unable to provide an endorsement stating that they are likely to meet the *Registered Teacher Criteria* from the professional leader who has most recently employed them.

Criteria for decision making

26. In making its decisions the Council:
 - a) Will require a statement from the applicant as to why an appropriate endorsement by the professional leader who most recently employed them cannot be provided.
 - b) Will expect a statement from the professional leader as to why appropriate endorsement cannot be provided.
 - c) Will consider testimonials from other teachers and other people as to the likelihood that the person would meet the *Registered Teacher Criteria*. Particular weight will be given (in descending order) to testimonials provided by
 - fully registered teachers who have experience of working with the applicant
 - fully registered teachers who know the applicant but do not have experience of working with them
 - other registered teachers who have experience of working with the applicant.
 - d) May request a critical self-reflection from the applicant analysing why they consider that they are likely to meet the *Registered Teacher Criteria*, supported by a character reference from an appropriate person⁷⁵ who knows the applicant well.
 - e) Will review the total package of evidence provided above and consider whether the Council is confident that the person has demonstrated that they are likely to meet the *Registered Teacher Criteria*.
 - f) May consider any other relevant matter.

75. This may include a member of a registered profession (e.g. nurses, doctors, engineers etc), their current employer or a certified Justice of the Peace.

Satisfactory Recent Teaching Experience Policy

Purpose

1. The purpose of this policy is to set out how the New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) will interpret and apply the legislative requirement⁷⁶ for fully registered teachers to be deemed to have 'satisfactory recent teaching experience'.

Rationale

2. Teacher registration is a signal of a teacher's professionalism and integrity. Registration is one of the main ways that employers, colleagues, learners and the wider community can be assured that a teacher is qualified, safe and competent.
3. The legislative requirement for fully registered teachers to have satisfactory recent teaching experience is of particular importance in maintaining the credibility and status of the teacher registration framework.
4. This is because the most significant difference between the requirements for 'full registration' and the requirements for being 'provisionally registered' or registered 'subject to confirmation' is that to maintain full registration a fully registered teacher needs to demonstrate that they have had satisfactory recent teaching experience, while for other categories of registration, a teacher can be registered if they are 'likely to be a satisfactory teacher'.
5. The Council's interpretation and application of the term 'satisfactory recent teaching experience' is therefore fundamentally important in terms of gaining and maintaining full registration.
6. This policy has been designed to ensure that the Council has a clear and consistent statement of interpretation and application of what the Council require for a teacher to be considered to have satisfactory recent teaching experience for registration purposes.
7. In doing so, this policy also seeks to underline the premise that gaining and maintaining full registration provides a strong signal that a teacher is experienced and that their knowledge, skills and practice have recently been assessed as satisfactory.
8. This policy should be viewed in the context of the Council's wider work within the teaching profession which aims to support all teachers to not only endeavour to be satisfactory but to continually strive for excellence by reflecting, learning and developing as high quality teachers.

Legislative Context

9. The principal sections of the Education Act 1989 applicable to this policy are sections 120, 122, 125 and 130.

Definition

10. Under the Education Act 1989, satisfactory recent teaching experience is defined as two years of continuous employment in a teaching position satisfactorily completed within the last five years in New Zealand⁷⁷. This teaching employment must have been completed either within the general education system or a setting approved by the Council.
11. Under the Act, the Council has the discretion to accept shorter periods of teaching service.
12. In order for a person to be considered to have had satisfactory recent teaching service, their teaching service needs to be both **satisfactory** and **recent**.
13. The Council further interprets this definition as set out below.

76. Education Act 1989 Part 10, s 122.

77. Education Act 1989 Part 10, s 120.

Definition of satisfactory teaching experience

14. In order for teaching service to be considered to be 'satisfactory' the Council will require evidence that a teacher has been meaningfully assessed against and met all of the *Registered Teacher Criteria* (within the last five years).
15. The *Registered Teacher Criteria* define what constitutes satisfactory teaching for the purposes of registration.
16. In order for teaching service to be considered 'satisfactory' the Council will require evidence that the teacher was, during that teaching service, meaningfully assessed against the *Registered Teacher Criteria*. Usually, this will not have been possible if the teacher was not registered during this time. While there may be exceptional circumstances, usually employment in a teaching position while the teacher was unregistered will not generally be considered 'satisfactory recent teaching experience'⁷⁸ for the purpose of gaining full registration.

Meaningfully assessed

17. The Council considers that a teacher must have had sufficient teaching service in order to be meaningfully assessed.
18. For provisionally registered teachers (seeking to gain full registration for the first time) to be meaningfully assessed against the *Registered Teacher Criteria* they must have:
 - been employed in a 0.5 full time teacher equivalent (FTTE)⁷⁹ or more teaching position for a minimum of two years out of the last five⁸⁰; and
 - completed an appropriate programme of induction and mentoring while employed in this position. This means the induction and mentoring programme they have completed will have:
 - been supervised by a fully registered mentor teacher/s; and
 - been of at least two years duration⁸¹; and
 - provided in the New Zealand general education system or another setting approved by the Council; and
 - provided a broad range of teaching experiences; and
 - used the *Registered Teacher Criteria* as the framework for assessing the teacher's performance as satisfactory; and
 - been in line with the Council's *Guidelines for Induction and Mentoring and Mentor Teachers*
19. For experienced teachers (seeking to maintain full registration) to be meaningfully assessed against the *Registered Teacher Criteria*, in the judgement of a professional leader who has most recently employed them, the recent teaching position/s they have held have been sufficient (i.e. neither too part-time or too casual) to be meaningfully assessed against the *Registered Teacher Criteria*.
20. For teachers registered subject to confirmation (seeking to gain full registration) in addition to meeting the requirements of paragraph 19 above, they must also have completed an adequate mentoring programme. A mentoring programme will be considered adequate by the Council if the programme has:
 - been endorsed as adequate by a teacher's employing professional leader; and
 - been supervised by a fully registered teacher; and
 - been of at least three calendar months' duration; and
 - used the *Registered Teacher Criteria* as the framework for assessing the teacher's performance as satisfactory.

78. In this situation the Council would be more likely to request evidence of meaningful assessment against and meeting the *Registered Teacher Criteria*

79. For registration purposes the Council will consider 0.5 (FTTE) to mean at least half of a full time teaching week. For employers who measure jobs in contact hours these positions are taken to mean contact hours plus other duties. 0.5 FTTE includes all aspects of teachers' work (i.e. teaching contact hours, planning and preparation time, attendance at staff meetings and professional development)

80. Throughout this policy, two years is defined as an accumulated period of teaching of not less than 72 weeks completed in blocks of six consecutive weeks or more

81. Teachers who have taught overseas can have one year of teaching experience counted towards the two years when this has been completed in the general education system of the relevant country and included mentoring and supervision by a senior teacher.

Meets the Registered Teacher Criteria

21. A teacher has met the *Registered Teacher Criteria* when:

- they have been appraised by their professional leader who most recently employed them in a teaching position for a minimum of six consecutive weeks; and
- this professional leader can attest that the teacher has provided evidence of meeting all of the *Registered Teacher Criteria*.

For those teachers applying to gain full registration, the most recent six week period of teaching is required to have been completed within the last six months.

22. Usually there are only two reasons why a professional leader may not be able to make a judgement that an applicant meets all of the *Registered Teacher Criteria*.

- a) **Competency or conduct concerns.** If a professional leader is not confident or satisfied about the competence or conduct of the teacher, then the professional leader should access support from the Council (including information provided on the Council website) to ensure that these issues are appropriately addressed.
- b) **Lack of evidence.** Where a person has sufficient teaching the onus is on both the applicant and their employer to ensure that evidence of meeting the *Registered Teacher Criteria* is kept and can be provided to their endorsing professional leader. If appropriate records or evidence have not been kept, a professional leader may recommend that the applicant is considered likely to be satisfactory but that the professional leader does not have sufficient evidence to make a judgement that the applicant is satisfactory.

Recent teaching experience

23. Recent experience relates to employment in a teaching position/s in the New Zealand general education system or other setting approved by the Council, and means either:

- two years of uninterrupted employment in a teaching position completed within the last five years⁸²; or
- one year of uninterrupted employment in a teaching position completed within the last three years.

Two years of uninterrupted employment means an accumulated period of teaching of not less than 72 weeks completed in blocks of six consecutive weeks or more

One year of uninterrupted employment means an accumulated period of teaching of not less than 36 weeks completed in blocks of six consecutive weeks or more⁸³

24. The Council may consider it appropriate for a teacher to become fully registered with teaching service that does not meet the above definition of recent⁸⁴ if:

- the teacher has been registered subject to confirmation for at least three calendar months⁸⁵; and
- during that time the teacher has demonstrated that they are a satisfactory teacher by having been meaningfully assessed against and meeting the *Registered Teacher Criteria* (as set out in paragraphs 17 – 22b above).

Process for Registration

25. When making an application to gain or maintain full registration, an applicant is required to provide evidence of completing satisfactory recent teaching service in the form of:

- a completed list of teaching service; and
- an endorsement from their professional leader (via the appropriate sections of the application form) that:
 - the applicant has provided the professional leader with evidence of having met all of the *Registered Teacher Criteria*; and
 - in the judgement of the professional leader the applicant has demonstrated that they have met all of the *Registered Teacher Criteria*.

82. Education Act 1989 Part 10 s 120

83. Any short term teaching of less than six weeks will not be accepted for the purpose of gaining or maintaining full registration

84. The Education Act Part 10 s 120 allows the Council to approve shorter periods of time

85. In accordance with the Education Act 1989 Part 10 s 124

26. By signing the applicant declaration section of the application forms, the applicant gives the Council permission to contact the Ministry of Education and its pay agents, and any individual or institution named in the application to verify the details of teaching service.
27. The Council is authorised under the Education Act 1989 (Part 10 Section 128) to match information about the teaching service of those currently employed in a teaching position in state and integrated schools to the Council's records of registered and/or authorised teachers.
28. In considering their application for full registration, the Council may ask applicants to:
 - provide evidence of the induction and mentoring programme they have completed (only for applicants seeking to gain full registration from having been provisionally registered or registered subject to confirmation); and
 - provide copies/summaries of the evidence used by their professional leader to assess them against the *Registered Teacher Criteria*.
29. The Council will only ask for this additional information when the Council has a genuine reason for doing so.

The Council's discretion to determine whether a teacher has had 'satisfactory recent teaching experience'

30. The Council will use the following criteria for considering whether a teacher has satisfactory recent teaching experience ONLY when a professional leader is unable to attest that a teacher's experience has been satisfactory due to lack of evidence (refer to paragraph 22b). In circumstances where the professional leader is unable to attest that teaching has been satisfactory due to conduct or competency concerns, the professional leader must follow this up through appropriate reporting procedures.

Criteria for decision making

31. In considering whether a teacher has 'satisfactory recent teaching experience' the Council:
 - a) Will be provided with a statement from the professional leader explaining why they are unable to attest that the teacher's recent teaching experience has been satisfactory⁸⁶; and
 - b) Will consider evidence from the teacher which may include
 - recent appraisal documentation; and
 - testimonials from senior teaching colleagues attesting to the evidence they have sighted that, in their opinion, demonstrates that the teacher's recent teaching experience has been satisfactory.
 - c) May request a critical self-reflection from the teacher analysing why they consider that they have met the *Registered Teacher Criteria* and how this has been demonstrated with evidence
 - d) Will review the total package of evidence provided above and consider whether the Council is confident that the teacher has demonstrated that their recent teaching experience is satisfactory and they have met all of the *Registered Teacher Criteria*; and
 - e) May consider any other relevant matter.

86. The Council will make a decision about whether the reason provided is acceptable.

Language Requirements for Teaching in Aotearoa New Zealand

Introduction

1. The NZ Teachers Council *Te Pouherenga Kaiako o Aotearoa* (the Council), as part of its legislative purpose, contributes to a safe and high quality teaching and learning environment for children and other learners (s139AA Education Act 1989). A teacher's ability to understand language, to communicate well and to respond to learners' work, are key requirements.
2. This policy forms one part of the overarching Registration Policy and should be read in conjunction with the policies listed at paragraph 17.

Policy Purpose

3. The Council must be satisfied that teachers are able to communicate effectively with the diverse nature of the children and young people they teach, with parents, whānau and caregivers and with the colleagues they work with. Evidence of a high level of written and oral proficiency is required in at least one of New Zealand's official spoken languages, English or Māori.

Legislative Context

4. The functions of the Council are set out in the Education Act 1989 and Part 10A of the Education Standards Act 2001. Those functions specific to this policy are section 139AE:
 - c) To carry out functions under Part 10 relating to teacher registration,
 - d) To determine standards for teacher registration and the issue of practising certificates, and
 - e) To exercise the functions in this Part relating to teacher competence.
5. The applicable sections of the Education Act (1989) to this policy are s122, 123, 124 & 130 which address both the fitness to be a teacher:
 - a) Section 122(b) for full registration.
 - b) Section 123(1)(b) for provisional registration.
 - c) Section 124(1)(b) for registration of experienced teachers.
 - d) Section 130B(2)(b) for Limited Authority to Teach applicants.And the satisfactory teaching experience and / or likely to be a satisfactory teacher:
 - a) Section 122(d)(ii) for full registration.
 - b) Section 123(1)(d)(ii) for provisional registration.
 - c) Section 124(1)(d)(ii) for registration of experienced teachers.
 - d) Section 130C(1)(c) for Limited Authority to Teach applicants.
6. The legislation does not limit any other matters that the Council may take into account in determining good character and fitness to be a teacher (S124B(2) and S130(c)(3)).

The Policy

7. The policy applies to all those making an application for either teacher registration or a Limited Authority to Teach.
8. The Council is satisfied that teachers making their initial application hold a sufficient level of English or Māori proficiency, if:
 - a) They have completed initial teacher education in New Zealand, **or**
 - b) Any overseas applicants have completed teacher education in the medium of English **and** in a country where English is an official language, **or**
 - c) English or Māori is their first language **and** it has been the medium of instruction in their primary and secondary schooling, and all schooling qualifications have been completed in English or Māori.

9. That the Council require all teachers making an initial application, who **do not meet** the above requirements, to satisfy the requirements of (a) and (b) below:
- a) Undertake and pass an approved test of language proficiency.
 - b) That the approved tests and required pass rates in these tests be;

For English:

 - i) IELTS: A minimum score of 7 in each category of the **academic** version of the test.
 - ii) ISLPR: accept 4 in all modules
 - iii) CAE: Grade B.
 - iv) CPE: Pass.
 - v) PEAT: Band A (not available in NZ).

For Te Reo Māori:

 - vi) NMLPT / Whakamātauria Tō Reo: accept level four.
10. If after the second sitting of a language test (within a time frame as determined reasonable by the Teachers Council since the first sitting) the applicant has not achieved the desired score for that test, the application for registration or Limited Authority to Teach (LAT) may be declined.
11. The applicant may apply again at a future date when requirements have been met.
12. Teachers re-applying for teacher registration [when it has expired], who do not meet the exemptions in paragraph 8 and who have not previously had to demonstrate that they can communicate effectively, must do so by:
- a) Completing a recognised English or Māori language test, and obtaining the required test scores (as noted in paragraph 9), **or**
 - b) Providing evidence of work in a country, and in a teaching institution, where English was the primary language for a period of two years within the five years immediately prior to the application, **and**
 - c) Providing two written testimonials on official letterhead from the professional leader and from a senior teacher, who are able to attest to the applicant's ability to communicate effectively in English in a teaching setting.
- Note: Evidence for (b) above could be incorporated in the testimonials.
13. Teachers applying for full registration may be required to demonstrate language proficiency if they have not previously done so.
14. In all cases the Council retains discretion for exceptional or compelling cases to be considered on a case by case basis.
15. Applications made for a LAT to teach languages other than English or Māori, where the applicant is not required to teach other subjects in English or Māori, will be considered on a case by case basis.

Policy Review

16. The policy may be reviewed, and consulted on, as required by the Council. Any changes to the policy will be communicated in the Education Gazette and on the Council website.

Related Policy References

17. This policy should be read in conjunction with policies on:
- a) Satisfactorily Trained to Teach Policy (2012)
 - b) Good Character and Fit to be a Teacher Policy (2007)
 - c) Likely to be a Satisfactory Teacher Policy (2012)
 - d) Satisfactory Recent Teaching Experience Policy (2012)
 - e) Language Requirements for Teaching in Aotearoa New Zealand (2006)
 - f) Policy on Approval of Settings Outside the General Education System for Gaining Full Registration (2003)
 - g) Policy on Approval of Settings Outside the General Education System for Maintaining Full Registration (2003)
 - h) Approval, Review and Monitoring Processes for Initial Teacher Education Programmes (2009)
 - i) Limited Authority to Teach Policy (2007)

Effective from March 2006; revised December 2011

Appendix 1 – Contacts

NZ Teachers Council:

For inquiries regarding this policy please contact the Council on:

Phone: (04) 471 0852, or

Email: inquiries@teacherscouncil.govt.nz

English language testing:

For inquiries regarding relevant language tests:

The following website links into three of the English tests identified by the Council and that are administered in New Zealand: IELTS, CPE & CAE

<http://cambridgeesol-centres.org/centres/index.do>

The International English Testing System (IELTS)

Phone: (09) 302 1735 (Auckland)

Email: ielts@auckland.ac.nz

www.ielts.org

Certificate of Proficiency in English (CPE): Pass

The CPE is the highest level Cambridge ESOL exam and ideal for those with a career which requires language skills.

Phone: (09) 849 4461 (Auckland), or

(03) 379 5452 (Christchurch), or

(03) 546 9175 (Nelson), or

(04) 801 6010 (Wellington)

Email: training@ila.co.nz or celta@cla.co.nz

<http://www.cambridgeesol.org/exams/cae.htm>

Certificate in Advanced English (CAE): Grade B

The CAE is the second highest level Cambridge ESOL exam and ideal for those that require confidence in English communication to deal with most aspects of everyday life.

Phone: (09) 849 4461 (Auckland), or

(03) 379 5452 (Christchurch), or

(03) 546 9175 (Nelson), or

(04) 801 6010 (Wellington)

Email: training@ila.co.nz or celta@cla.co.nz

<http://www.cambridgeesol.org/exams/cae.htm>

Te Reo Māori Testing

Whakamātauria Tō Reo (NMLPT)

The Māori Language Commission Te Taura Whiri i te Reo Māori administer the National Māori Language Proficiency Test for all applicants wanting to claim written and oral proficiency in Māori. Those working in the Public Service require a level 3 pass, for those teaching require a level 4 pass.

Phone: (04) 471 0244

Email: info@tetaurawhiri.govt.nz
www.tetaurawhiri.govt.nz/english/index.shtml

The International Second Language Proficiency Ratings (ISLPR)

In New Zealand

Phone: (09) 5351417 (Auckland)

Email: hmakkink@ihug.co.nz

In Australia

Phone: (0061) 7 3875 7200, or

Fax: (0061) 7 3875 5280, or

Email: guic@ic.gu.edu.au or
www.griffith.edu.au/international

The following tests are not administered in New Zealand but are acceptable to submit at the level indicated

The Professional English Assessment for Teachers (PEAT)

Only offered to those applicants who are residing in New South Wales

Contact the University of New South Wales

Phone: (0061) 2 9385 0339
www.trb.sa.edu.au/english_tests.htm

Policy on the Approval of Settings for Gaining Full Registration Outside of the General Education System

Introduction

1. This policy is underpinned by the principle of enhancing both the quality of teaching and learning and the status of the profession. It aims to do this by helping to ensure that provisionally registered teachers and teachers registered subject to confirmation are supported with appropriate induction and mentoring programmes and resources to enhance their professional learning that would enable them to gain full registration, and that would enable them to meet the demands of teaching within the general education system of Aotearoa New Zealand.

Purpose

2. The policy aims to ensure that teachers employed in teaching positions outside of the general education system who are seeking to gain full teacher registration are able to participate in an appropriate induction and mentoring programme⁸⁷, engage in satisfactory professional learning and development, to demonstrate that they meet all of the *Registered Teacher Criteria* and have endorsement of that, from the setting's professional leader.

Legislative Context

3. Full registration is granted according to the criteria in the Education Act 1989 under sections 122, 123(3) (when the applicant is provisionally registered), and under section 124(3) (when the applicant is registered subject to confirmation). These sections require the Council to be satisfied that a teacher has satisfactory recent experience and has demonstrated that they are a satisfactory teacher eligible for full registration. They also include criteria of training, good character and fitness to be a teacher.
4. Section 120 of the Act defines "satisfactory recent teaching experience" as
 - a) *"an uninterrupted period of employment of 2 years (or some shorter period approved by the NZ Teachers Council for the person), in a teaching position or teaching positions in the general education system; or*
 - b) *a period of employment of 2 years (or some shorter period or periods approved by the NZ Teachers Council for the person), in a position (or positions) that (or each of which) was in the NZ Teachers Council's opinion equivalent to a teaching position, in an educational institution in New Zealand approved by the NZ Teachers Council (for the purposes of this part of this Act) satisfactorily completed by the person during the five years before that time"*
5. The general education system⁸⁸ as referred to in 2.2 (a) above, is defined in section 120 of the Act as;
 - a) *registered schools (as defined in section 2); and*
 - b) *early childhood services; and*
 - c) *other educational institutions and services established or deemed to have been established, or provided, under this Act or the Education Act 1964.*
6. Institutions may provide evidence that they meet the statutory definition of the general education system if they are not included in the list footnoted to paragraph 5 and in the registration policy.
7. The authority to grant an approval or re-approval of an organisation or institution where teachers may gain full registration lies with the Council.

87. As described in Section Two, Part c of the registration policy and in the *Guidelines for Induction and Mentoring and Mentor Teachers*

88. The New Zealand Teachers Council has recognised employment in the general education system in New Zealand historically as being within a state, integrated or independent school, kura kaupapa Māori, early childhood services, approved initial teacher education provider, polytechnic, university or wānanga.

Requirements

8. Full registration is granted to teachers when they have completed an appropriate induction and mentoring programme⁸⁹ under the supervision of a fully registered teacher (the programme must be of at least 2 years duration for provisionally registered teachers and at least 3 months for teachers registered subject to confirmation).
9. Full registration may only be gained by working in a teaching position within;
 - the general education system as described in paragraphs 5 and 6 above, or
 - an educational institution that has been approved by the NZ Teachers Council for this purpose.
10. Institutions outside of the general education system will only be approved as settings in which teachers may gain full registration if they can clearly demonstrate;
 - that the teaching roles within the institution will enable teachers to meet all the *Registered Teacher Criteria*,
 - that the organisation can provide a satisfactory induction and mentoring programme (www.teacherscouncil.govt.nz/prt/index.stm)
 - that the teaching role within the institution involves holding a prime responsibility for the planning, implementation, assessment, evaluation and reporting of a sequential programme of at least six weeks duration.
11. Institutions outside of the general education system should apply in writing to the New Zealand Teachers Council for approval as a setting in which teachers may gain full registration. The application should be supported by evidence as set out below. Evidence provided will be assessed together as a package. (The onus is on applying institutions to provide evidence that approval should be granted. It is not the NZ Teachers Council's responsibility to 'discover' the suitability of an institution for the purposes of registration.)
12. Approvals may be granted for up to three years. A letter confirming approval and the expiry date of the approval will be sent to the applying institution. At the end of the term of approval a full application must be submitted for approval to be granted for a further term. It is the responsibility of each institution to monitor its own approval term and make a further application for approval, if required, at the expiration of that term.
13. The NZ Teachers Council will maintain a database of all institutions holding a current approval. (www.teacherscouncil.govt.nz/registration/renew/table-institutions.stm)

Information Requirements

14. Learning institutions need to complete information requirements (as outlined in appendix one), providing evidence of and addressing such questions as:
 - Are registered teachers employed in a teaching position⁹⁰?
 - What is the nature of the education programmes being provided by teachers? Do the programmes enable individual teachers to demonstrate all of the *Registered Teacher Criteria*?
 - How do those teachers keep up to date with knowledge of curriculum and pedagogy in order to advance the learning of ākonga?
 - Does the provisionally registered teacher access a comprehensive, educative and evaluative programme of induction and mentoring that meets the Council's requirements for such programmes?
 - Is there a rigorous system for documenting progress of the provisionally registered teacher against the *Registered Teacher Criteria* and for making a final recommendation to the Teachers Council?
 - Is the institution subject to external review by a recognised body?
15. Any other information that may help the Council to make a decision.
16. Information and supporting evidence is to be provided in the format of the appended application form.

89. Refer to Section Two, Part c 'Pathway to Gaining Full Registration' of the registration policy and the *Guidelines for Induction and Mentoring and Mentor Teachers*.

90. As defined in the registration policy and paragraph 10.

Review

17. This policy may be reviewed at any time at the discretion of the Council and applicants can view current policy on the website.

Related Policy References

18. This policy can be read in conjunction with the following Teachers Council policies;
 - Satisfactory Recent Teaching Experience Policy (2012)
 - Likely to be a Satisfactory Teacher Policy (2012)
 - Satisfactorily Trained to Teach Policy (2012)
 - Language Policy for Teaching in Aotearoa New Zealand (2006)
 - Good Character and Fit to be a Teacher Policy (2007)
 - The *Registered Teacher Criteria* (2010)
 - *Guidelines for Induction and Mentoring and Mentor Teachers* (2011)
 - Policy on the Approval of Settings for Maintaining Full Teacher Registration Outside of the General Education System

Effective from November 2003; revised December 2011

Appendix One

The information requirements for seeking NZ Teachers Council approval as a Setting for Gaining Full Teacher Registration are set out below.

Complete all numbered items 1 – 12 and provide supporting documentation

Please forward your application and cover letter to

Manager, Registration

NZ Teachers Council

PO Box 5326

Wellington

Attention: Application for Approved Settings

1. What is the purpose and nature of your setting?
Settings for teacher registration are expected to have a purpose of education and to be delivering curriculum according to the curricula for early childhood education services and schools for New Zealand (refer to paragraphs 1-2 of the policy)
2. Is your setting registered / accredited with NZQA as a Private Training Establishment? If so, please give details of the date of registration and the latest audit
Settings are expected to have appropriate accreditation for their operation as an education setting
3. Are the education programmes in your setting subject to approval or external review by any other body? If so, please give details of
<ul style="list-style-type: none"> a) the terms of reference b) membership of any advisory committee c) the frequency of meetings, and d) the process by which programmes are approved and reviewed
Settings are expected to have an educational programme which is subject to approval or external review by an authorised body on such matters
4. What is the
<ul style="list-style-type: none"> a) nature of the education programmes being provided by teachers? b) range of ages and approximate number of students taught by your setting? c) usual attendance hours of students? d) length of the programme for each student.
Education programmes being provided by teachers, are expected to cover explicitly a particular range of age and number of students, hours of attendance and length of programme for students, to enable the curriculum to be delivered effectively
5. Are staff members who are delivering education programmes employed in a teaching position⁹¹?
The Council further defines the requirement in the Act for a teacher to 'instruct students ⁹² ' as meaning: having responsibility for teaching and learning by having a job description that expects them to cause learning (either as an individual or member of a teaching team) and to act autonomously and without day to day supervision (refer to paragraphs 1-4 and 9-10 of the policy)

91. Documentary evidence is required as outlined in question 12 (a).

92. Refer to Part 10, s 120 of the Education Act 1989.

6. In what ways do the teachers provide a sequential programme of teaching that enables them to demonstrate meeting all of the *Registered Teacher Criteria*⁹³ and involves:

- a) **planning, implementation, assessment and reporting of individual students' learning**
- b) **review and evaluation of the programme.**

The programme of teaching is expected to be sequential and involve planning, implementation, assessment and reporting of individual students learning, and review and evaluation of the programme to enable teachers to demonstrate that they meet all of the *Registered Teacher Criteria* (refer to paragraphs 2, 8, and 10 of the policy)

7. If you have different groups of teachers in relation to teaching roles, please differentiate between these groups and provide information about each group

The roles of teachers are expected to be explicitly identified, where different groups of teachers are responsible for different areas of delivery of education

8. In what way do you provide

- a) **a comprehensive, educative and evaluative programme of induction and mentoring that meets the Council's requirements for such programmes?**
- b) **a supervision and appraisal system to ensure teachers are demonstrating the *Registered Teacher Criteria*⁹⁴**

It is a requirement for registration that teachers receive an appropriate programme of induction and mentoring, and an ongoing process of supervision and appraisal to ensure that teachers are demonstrating all of the *Registered Teacher Criteria* (refer to paragraphs 1-2, 8 and 10 of the policy)

9. In what ways do your teachers

- a) **keep up to date with knowledge of curriculum and pedagogy in order to advance the learning of students/ākonga?**
- b) **have opportunities for participation in professional learning and development?**

It is a requirement for registration that teachers are supported to keep up to date with knowledge of the curriculum, are provided with appropriate professional development opportunities and are supported with resources in terms of skills, knowledge and practice (refer to paragraphs 2 and 10 of the policy)

10. Please provide evidence of

- a) **your programme of induction and mentoring for teachers gaining registration to meet the *Registered Teacher Criteria***
- b) **special reference to particular needs, support and appraisal for the beginning teacher to meet the *Registered Teacher Criteria*.**

It is a requirement for gaining full registration that a programme of induction and mentoring is provided for teachers to meet all of the *Registered Teacher Criteria*. In particular, support for and appraisal of, the beginning teacher needs to be explicitly planned for and implemented (refer to paragraphs 1-2, 8 and 10 of the policy)

93. Documentary evidence is required as outlined in question 12 (b).

94. Documentary evidence is required as outlined in question 12 (c).

- 11. Describe your setting's process for supporting the gaining of full registration of those provisionally registered teachers and those teachers registered subject to confirmation, through**
- a) hours of employment per week and the blocks of weeks available to teachers**
 - b) teachers having prime responsibility for planning, teaching, assessing and reporting on individual student learning**
 - c) programme evaluation and review**
 - d) a comprehensive and appropriate induction and mentoring programme.**

It is a requirement for gaining full registration that a provisionally registered teacher seeking full registration must complete two years teaching service, be employed in a teaching position of at least 0.5 FTTE, and do this in minimum blocks of six weeks at a time. Refer to Section Two, Part c of the overarching registration policy for details of the process and requirements for provisionally registered teachers and teachers registered subject to confirmation to gain full registration.

- 12. Please provide supporting documentation to:**
- a) show the nature of teaching staff roles and responsibilities (for example copies of job descriptions)**
 - b) demonstrate how teachers are able to meet all of the *Registered Teacher Criteria***
 - c) demonstrate the induction and mentoring programme and appraisal systems whereby teachers are assessed against the *Registered Teacher Criteria* (for example, copies of policies relating to provision of induction and mentoring and staff appraisal).**

NOTE: Teachers in settings which do not have approval as settings for gaining or maintaining full teacher registration, may still apply for registration which is provisional or subject to confirmation.

Policy on the Approval of Settings for Maintaining Full Registration Outside of the General Education System

Introduction

1. This policy is underpinned by the principle of enhancing both the quality of teaching and learning and the status of the profession. It aims to do this by ensuring that fully registered teachers are supported with appropriate resources that would enable them to maintain full registration and that would enable them to meet the demands of teaching in the general education system of Aotearoa New Zealand.

Purpose

2. The policy aims to ensure that teachers employed in teaching positions outside of the general education system who are seeking to maintain full teacher registration through the renewal of their practising certificate, are able to engage in satisfactory professional learning and development⁹⁵, to demonstrate that they meet all of the *Registered Teacher Criteria* (2010) and have endorsement of that, from the setting's professional leader.

Legislative Context

3. Full registration is granted according to the criteria in the Education Act 1989 under sections 122, 123 & 124. These sections require the Council to be satisfied that a teacher has satisfactory recent experience and has demonstrated that they are a satisfactory teacher eligible for full registration. They also include criteria of training, good character and fitness to teach.
4. Section 130(6) relating to Practising Certificates, specific to this policy, states

"...the Teachers Council may issue a renewed practising certificate only if it is satisfied that the teacher-

 - (a) continues to meet the criteria for registration; and
 - (b) has satisfactory recent teaching experience; and
 - (c) has had a satisfactory police vet within the past 3 years; and
 - (d) has completed satisfactory professional development during the past 3 years."

The Act defines "satisfactory recent teaching experience" as:

 - a) *An uninterrupted period of employment of 2 years (or some shorter period or periods approved by the Teachers Council for the person) in a teaching position or teaching positions in the general education system; or*
 - b) *A period of employment of 2 years (or some shorter period or periods approved by the Teachers Council for the person), in a position (or positions) that (or each of which) was in the Teachers Council's opinion equivalent to a teaching position, in an educational institution in New Zealand approved by the Teachers Council (for the purposes of this part of this Act) satisfactorily completed by the person during the 5 years before that time."*
 5. Section 125 of the Act defines how the Teachers Council will determine whether or not teaching has been "satisfactorily completed" as follows:
 1. In determining whether or not a period of employment was satisfactorily completed by a person, the teachers Council may take into account any relevant matters.
 2. In determining whether or not a period of employment at a school, early childhood service, or other educational institution in New Zealand was satisfactorily completed by a person, the Teachers Council may take into account-
 - a) the views of the professional leader of the school early childhood service, or other educational institution; or
 - b) if the person was the professional leader of a school, early childhood service, or other educational institution, the views of his or her employer.
 3. Subsection (2) of this section does not affect the generality of subsection (1) of this section.

95. Refer to 'Definitions used in the Registration Policy' for the Council's definition of 'satisfactory professional learning and development'

6. The general education system⁹⁶ is defined in section 120 of the Act as;
 - a) registered schools (as defined in section 2); and
 - b) early childhood services; and
 - c) other institutions and services established or deemed to have been established, or provided, under this Act or the Education Act 1964.
7. Institutions may provide evidence that they meet the statutory definition of the general education system if they are not included in the list footnoted to paragraph 6 and in the registration policy.
8. The authority to grant an approval or re-approval of an organisation or institution where teachers may maintain full registration lies with the Council.

Requirements

9. Registration may only be maintained, through the renewal of a practising certificate, within the general education system; or in an educational institution approved by the Teachers Council.⁹⁷
10. Full registration may only be maintained by working in a teaching position within;
 - the general education system as described in paragraphs 6 and 7 above, or
 - an educational institution that has been approved by the NZ Teachers Council for this purpose.
11. Institutions outside of the general education system will only be approved as settings in which teachers may maintain full registration if they can clearly demonstrate;
 - that the teaching roles within the institution will enable teachers to meet the *Registered Teacher Criteria* (2010),
 - that the teaching role within the institution involves holding a prime responsibility for the planning, implementation, assessment, evaluation and reporting of a sequential programme of at least six weeks duration.
12. Institutions outside of the general education system should apply in writing to the New Zealand Teachers Council for approval as a setting in which teachers may maintain full registration. The application should be supported by evidence as set out below. Evidence provided will be assessed together as a package. (The onus is on applying institutions to provide evidence that approval should be granted. It is not the NZ Teachers Council's responsibility to 'discover' the suitability of an institution for the purposes of registration).
13. Approvals will be granted for up to three years. At the end of the term of approval a full application must be submitted for approval to be granted for a further term. It is the responsibility of each institution to monitor its own approval term and make a further application for approval, if required, at the expiration of that term.
14. The New Zealand Teachers Council will maintain a database of all institutions holding a current approval.

96. The New Zealand Teachers Council has recognised employment in the general education system in New Zealand historically as being within a state, integrated or independent school, kura kaupapa Māori, early childhood services, approved initial teacher education provider, polytechnic, university or wānanga.

97. The Trans-Tasman Mutual Recognition Act also enables teachers who are fully registered in some States/Territories of Australia to be fully registered in New Zealand.

Information Requirements

15. Learning institutions need to complete information requirements (as outlined in appendix one), providing evidence of and addressing such questions as:
 - Are registered teachers employed in a teaching position?
 - What is the nature of the education programmes being provided by teachers? Do the programmes enable individual teachers to demonstrate all of the *Registered Teacher Criteria*?
 - How do those teachers keep up to date with and advance their professional learning about knowledge of curriculum and pedagogy in order to advance the learning of ākonga?
 - Is there a valid and rigorous performance management system including appraisal of teachers based on the *Registered Teacher Criteria*? How is documentation of this linked to the professional leader's endorsement of the teacher's application to maintain full registration?
 - Is the institution subject to external review by a recognised body?
16. Any other information that may help the Council to make a decision.
17. Information and supporting evidence is to be provided in the format of the appended application form.

Review

18. This policy may be reviewed at any time at the discretion of the Council and applicants can view current policy on the website.

Related Policy References

19. This policy can be read in conjunction with the following policies;
 - Satisfactory Recent Teaching Experience (2012)
 - Likely to be a Satisfactory Teacher (2012)
 - Satisfactorily Trained to Teach (2012)
 - Language Policy for Teaching in Aotearoa New Zealand (2006)
 - Good Character and Fit to be a Teacher Policy (2007)
 - Policy on the Approval of Settings for Gaining Full Registration Outside of the General Education System
 - *Registered Teacher Criteria* (2010)
 - *Guidelines for Induction and Mentoring and Mentor Teachers* (2011)

Effective from November 2003; revised December 2011

Appendix One

The information requirements for seeking New Zealand Teachers Council Approval as a Setting for Maintaining Full Teacher Registration are set out below.

Complete all numbered items 1 – 10 and provide supporting documentation

Please forward your application and cover letter to

Manager, Registration

NZ Teachers Council

PO Box 5326

Wellington

Attention: Application for Approved Settings

1. What is the purpose and nature of your setting?
<i>Settings for teacher registration are expected to have a purpose of education and to be delivering curriculum according to the curricula for early childhood education services and schools for New Zealand (refer to paragraphs 1-2 of the policy)</i>
2. Is your setting registered / accredited with NZQA as a Private Training Establishment? If so, please give details of the date of registration and the latest audit
<i>Settings are expected to have appropriate accreditation for their operation as an education setting</i>
3. Are the education programmes in your setting subject to approval or external review by any other body? If so, please give details of
<ul style="list-style-type: none"> a) the terms of reference b) membership of any advisory committee c) the frequency of meetings, and d) the process by which programmes are approved and reviewed
<i>Settings are expected to have an educational programme which is subject to approval or external review by an authorised body on such matters</i>
4. What is the
<ul style="list-style-type: none"> a) nature of the education programmes being provided by teachers? b) range of ages and approximate number of students taught by your setting? c) usual attendance hours of students? d) length of the programme for each student
<i>Education programmes being provided by teachers, are expected to cover explicitly a particular range of age and number of students, hours of attendance and length of programme for students, to enable the curriculum to be delivered effectively</i>
5. Are staff members who are delivering education programmes employed in a teaching position?⁹⁸
<i>The Council further defines the requirement in the Act for a teacher to 'instruct students'⁹⁹ as meaning: having responsibility for teaching and learning by having a job description that expects them to cause learning (either as an individual or member of a teaching team) and to act autonomously and without day to day supervision (refer to paragraphs 1-5 and 10-11 of the policy)</i>

98. Documentary evidence is required as outlined in question 10 (a).

99. Refer to Part 10, s 120 of the Education Act 1989.

6. In what ways do the teachers provide a sequential programme of teaching that enables them to demonstrate meeting all of the *Registered Teacher Criteria*¹⁰⁰ and involves planning, implementation, assessment and reporting of individual students' learning review and evaluation of the programme

The programme of teaching is expected to be sequential and involve planning, implementation, assessment and reporting of individual students learning, and review and evaluation of the programme to enable teachers to demonstrate that they meet all of the Registered Teacher Criteria (refer to paragraphs 2 and 11 of the policy)

7. If you have different groups of teachers in relation to teaching roles, please differentiate between these groups and provide information about each group

The roles of teachers are expected to be explicitly identified, where different groups of teachers are responsible for different areas of delivery of education

8. In what way do you provide

- a) an ongoing process of supervision and appraisal for teachers?**
- b) a supervision and appraisal system to ensure teachers are demonstrating the *Registered Teacher Criteria*?¹⁰¹**

Registration requires that teachers receive an ongoing process of supervision and appraisal and that the system used ensures that teachers are demonstrating all of the Registered Teacher Criteria (refer to paragraphs 1-2 and 11 of the policy)

9. In what ways do your teachers

- a) keep up to date with knowledge of curriculum and pedagogy in order to advance the learning of students/ākonga?**
- b) have opportunities for participation in professional learning and development?**

Registration requires that teachers are supported to keep up to date with knowledge of the curriculum, are provided with appropriate professional development opportunities and are supported with resources in terms of skills, knowledge and practice (refer to paragraphs 2 and 11 of the policy)

10. Please provide supporting documentation to

- a) show the nature of teaching staff roles and responsibilities (for example copies of job descriptions)**
- b) demonstrate how teachers are able to meet all of the *Registered Teacher Criteria***
- c) demonstrate the appraisal and support systems whereby teachers are assessed against the *Registered Teacher Criteria* (for example, copies of policies relating to appraisal of staff)**

100. Documentary evidence is required as outlined in question 10 (b).

101. Documentary evidence is required as outlined in question 10 (c).

Limited Authority to Teach Policy

Purpose

1. The purposes of this policy are to:
 - identify the rationale, the requirements and the processes by which the Council approves applications for a LAT
 - provide public and professional confidence in the LAT approval process that it contributes to a quality learning environment and enhances the reputation of the teaching profession.

Rationale

2. The New Zealand Teachers Council Te Pouherenga Kaiako o Aotearoa (the Council) is entrusted with the responsibility of providing professional leadership to teachers and others involved in schools and early childhood education, enhancing their professional status, and encouraging best teaching practice. It is also responsible for ensuring that teachers, and other people carrying out teaching duties, meet professional standards, so they may contribute to and promote a safe and high quality teaching and learning environment for students (refer to section 139AA of the Education Act 1989).
3. The Council's view is that the best way to ensure high quality teaching and learning is to appoint fully qualified and registered teachers. Under the Education Act 1989, the Council can also authorise an unregistered person to teach on a temporary basis by issuing a Limited Authority to Teach (LAT) for a specific position, provided that the person has the necessary skills and experience.
4. The policy has been revised¹⁰² to take account of the practical issues facing schools and centres in appointing teachers in some particular circumstances, while protecting the interests of learners where a fully qualified and registered teacher cannot be obtained.

Legislative Context

5. The Council is authorised to issue a LAT under section 130A of the Education Act 1989:
 - *"Where any person has skills and experiences that are appropriate to advance the learning of a student or group of students in any particular institution, but who may not have a specific qualification normally associated with teaching, and provided that person meets the tests set out in section 130B of this Act, that person shall on application to the Teachers Council, be granted a limited authority to teach."*
6. Other sections of the Act relating to the granting of a LAT are 130B – H.
7. When deciding whether to grant a LAT, the Council must consider whether the applicant is:
 - of good character; and
 - fit to be a teacher; and
 - likely to be a satisfactory teacher (Education Act, 1989 section 130B(2)).
8. In determining whether the applicant meets these criteria, the Council must take into account the following: the purpose of the LAT, as set out above in paragraph 5;
 - the views of the professional leader of the institution that has employed the applicant;
 - the applicant's relevant skills and experience; and
 - any other relevant matters.
9. LATs cannot be used to circumvent the purposes of the Act or the registration requirements in the Act. For example, section 120A(1) of the Education Act 1989 states that:

"(1) No employer shall appoint to any teaching position—

[...]

(b) Any person whose authorisation has been cancelled, and who has not since—

 - i) Been granted an authorisation again; or
 - ii) Been registered as a teacher."

102. In order to administer this authority consistently, with transparent criteria and processes, the Council in 2003 established a Policy on a Limited Authority to Teach. The policy has since been amended in July 2004 and in March 2006. In 2005, in response to issues being raised by the profession, the Council decided to review the policy again and consulted widely with the profession, both before and during the policy review.

The Act also says, in Section 120A(2):

“No employer shall permanently appoint to any teaching position any person who does not hold a practising certificate.”

10. LATs are only to be used on a temporary basis by schools and kindergartens.

Ethical Context

11. The *Code of Ethics for Registered Teachers Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia* applies to both registered teachers and LAT holders (Education Act 1989, section 139A(1)). As part of accepting any LAT position, the LAT holder needs to understand the ethical principles and commitments within the code, including the professional expectation to uphold the reputation of the teaching profession.

Definition

12. ‘Limited Authority to Teach’ means authorisation to be employed in a teaching position for a limited period of time as defined in the policy, and for a specific teaching position.
13. A person who holds a LAT cannot be appointed to a permanent position as the Education Act 1989 requires that only those with a practising certificate are able to be permanently appointed.¹⁰³
14. A LAT is not transferable and can only be used within the school/centre for the position for which it was granted, **except** where the position involves an itinerating role. In such circumstances the person holding a LAT identifies a designated ‘home setting’.

Duration of LATs

15. LATs may be issued for one, two or three years and the Council will be guided by the following criteria:

15.1 Up to Three Year LATs may be issued for people who are:

- qualified to at least a level 6 qualification on the National Qualifications Framework (NQF) in their specialist role and are:
 - part time (up to 0.5) such as a language specialist; or
 - itinerating¹⁰⁴; or
 - guidance counsellors (who are also in a teaching role).
- LAT holders participating in initial teacher education programmes (only until the qualification is complete).

15.2 Up to Two Year LATs may be issued for people employed in teaching positions in:

- Māori medium settings.
- alternative education centres / special character settings / in a school in support of secondary-tertiary partnerships
- isolated or rural settings.

15.3 Up to One Year LATs may be issued for:

- day to day relievers.
- other positions for which it is currently difficult to secure a registered teacher.
- a professional leader (applications will be considered on a case by case basis).

103. Education Act 1989, section 120A(2).

104. The term ‘itinerating’ refers to those who provide instrument or dance and drama instruction who itinerate between different schools. It does not refer to Itinerant Teachers of Music (ITMs), who are registered teachers, often in permanent positions, to whom this policy has no relevance.

Requirements

Eligibility

16. A LAT application is required only for a person who is to be employed in a specific teaching position.
17. A teaching position is partly defined in the Education Act 1989 as a position that requires its holder to instruct students. The Council further interprets 'instructs students' as having responsibility for teacher and learning. A person is considered to have responsibility for teaching and learning if their job description expects them to:
 - cause learning (either as an individual or a member of a teaching team); and
 - to act autonomously and without day to day supervision
18. Other criteria for being eligible for a LAT are that the applicant:
 - meets the language proficiency requirements; and
 - is of good character (has a satisfactory police vet) ; and
 - is fit to be a teacher (as attested by the professional leader)¹⁰⁵.
19. A person is NOT eligible to apply for a LAT if any of the following apply:
 - s/he is to fulfil a role not defined as a teaching position
 - the position is sole charge
 - s/he is a registered teacher or has approved teaching qualifications
 - s/he holds a practising certificate or is eligible to hold one
 - registration is not compulsory for that position.
20. An employer cannot appoint a LAT holder if that person has:
 - had their LAT cancelled, and has not since been granted a LAT again,
 - been registered as a teacher (section 120A(1)(b)) Education Act 1989.
21. A person holding a LAT is subject to the same mandatory reporting rules as apply to registered teachers.¹⁰⁶
22. Where the position involves an itinerating role, the professional leader from the home setting is responsible for the joint application and endorsement on behalf of the other participating settings. All the other settings at which the position applies are listed on the application and agreement signed by each of the appropriate professional leaders in accordance with this policy.
23. A person who has previously held a LAT may make a subsequent application. A person may also apply for the issue of a new LAT before the expiry of a current LAT.¹⁰⁷ There are requirements on the professional leader to supply documentation to support a subsequent LAT (see requirements under the heading 'Applications for a LAT').

Language Proficiency Requirement

24. LAT applicants will need to meet the conditions of the policy on *Language Requirements for Teaching in Aotearoa New Zealand*.
25. Applications made for a LAT to teach languages other than English or Māori, where the applicant is not required to teach other subjects in English or Māori, will be considered on a case by case basis.

Applications for a LAT

26. An application for a LAT is the joint responsibility of the applicant and the professional leader of the learning centre. It is based on a fixed term employment offer for a specific
 - person
 - setting
 - subject or teaching position, and
 - time-frame.

105. Refer to the Council's Good Character and Fit to be a Teacher Policy.

106. See Good Character and Fit to be a Teacher Policy and the Education Act 1989, sections 139AK, AL, AM, AN, AO, AP.

107. Education Act 1989, section 130B(3).

27. The responsibilities of **the applicant** are to ensure s/he:
- has been offered a temporary teaching position for a fixed period of time
 - will meet the criteria for good character and fit to be a teacher
 - meets the Council's language proficiency requirements
 - has the minimum standard of education and qualifications relevant to the role
 - has the skills and experience necessary to enhance the quality of learning for ākonga
 - is prepared to abide by the *Code Of Ethics*.
28. The **professional leader or employer** has the responsibility to ensure that s/he has:
- been unable to secure a qualified registered teacher for the teaching position, including on subsequent applications for a LAT for the same position;
 - offered the applicant a specific fixed term teaching position, compatible with her or his skills and experience;
 - explained to the applicant that she or he cannot be appointed to a permanent position as a LAT holder (refer to sections 120A and 120B of the Education Act);
 - documented the term of employment and the reasons for the fixed term in writing (this is a requirement of section 66 of the Employment Relations Act 2000);
 - given full and informed endorsement of the applicant as a person 'likely to be a satisfactory teacher'¹⁰⁸;
 - informed the applicant of the *Code of Ethics*;
 - considered the requirements of this policy as guidance when endorsing the application;
 - has in place a performance management system that will provide the LAT holder with a clear job description, regular appraisals, access to appropriate professional development and supervision from a designated fully registered teacher with a current practising certificate.

Evidence Required to Support a LAT Application

29. The Council requires evidence from the applicant and the professional leader/ employer to support the application as specified in paragraph 27 and 28.

Appeals

30. Any applicant who is not satisfied with a Council decision about his or her LAT application may appeal that decision to the District Court within 28 days (or any longer period that the Court allows) of receiving notice of the decision.

Policy review

31. The policy may be reviewed and consulted on as required by the Council. Any change to policy will be published in the Education Gazette and on the Council website.

Related policy references

32. This policy should be read in conjunction with the following policies:
- a) Good Character and Fit to be a Teacher Policy (2007)
 - b) Likely to be a Satisfactory Teacher Policy (2012)
 - c) Language Requirements for Teaching in Aotearoa New Zealand (2006)

Effective from 2007; revised December 2011

108. The Council's Likely to be a Satisfactory Teacher Policy relates to registered teachers and states that a teacher is likely to be a satisfactory teacher if their experience and training signals that they are likely to meet the *Registered Teacher Criteria* when they can be meaningfully assessed against them. Although the *Registered Teacher Criteria* do not apply to unregistered teachers, they should be used as a guide to the standard of teaching expected. Anyone who intends to pursue a teaching career long term should complete an approved initial teacher education programme, which will provide them with the training needed to demonstrate, through subsequent teaching experience, that they meet the *Registered Teacher Criteria*.

Section Four

Standards and Guidelines

This section sets out the standards and guidelines that are used throughout all Council policies.

These are:

- *Code of Ethics for Registered Teachers - Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*
- *Graduating Teacher Standards*
- *Registered Teacher Criteria*
- *Guidelines for Induction and Mentoring and Mentor Teachers*

Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development.

This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

Autonomy to treat people with rights that are to be honoured and defended,

- **Justice** to share power and prevent the abuse of power,
- **Responsible care** to do good and minimise harm to others,
- **Truth** to be honest with others and self.

Application of the *Code of Ethics* shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

1. Commitment to learners

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- a) develop and maintain professional relationships with learners based upon the best interests of those learners,
- b) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
- c) present subject matter from an informed and balanced viewpoint,
- d) encourage learners to think critically about significant social issues,
- e) cater for the varied learning needs of diverse learners,
- f) promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
- g) protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

2. Commitment to parents/guardians and family/whānau

Teachers recognise that they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners.

In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:

- a) involve them in decision-making about the care and education of their children,
- b) establish open, honest and respectful relationships,
- c) respect their privacy,
- d) respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

3. Commitment to society

Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense.

In fulfillment of their obligations to society, teachers will strive to:

- a) actively support policies and programmes which promote equality of opportunity for all,
- b) work collegially to develop schools and centres which model democratic ideals,
- c) teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

4. Commitment to the profession

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfillment of their obligations to the teaching profession, teachers will strive to:

- a) advance the interests of the teaching profession through responsible ethical practice,
- b) regard themselves as learners and engage in continuing professional development,
- c) be truthful when making statements about their qualifications and competencies,
- d) contribute to the development and promotion of sound educational policy,
- e) contribute to the development of an open and reflective professional culture,
- f) treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning,
- g) assist newcomers to the profession,
- h) respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose,
- i) speak out if the behaviour of a colleague is seriously in breach of this Code.

Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- a) have content knowledge appropriate to the learners and learning areas of their programme.
- b) have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- c) have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- d) have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- a) have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- b) have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- c) know how to develop metacognitive strategies of diverse learners.
- d) know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- a) have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- b) have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- c) have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- a) draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- b) use and sequence a range of learning experiences to influence and promote learner achievement.
- c) demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- d) demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- e) use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- f) demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- a) systematically and critically engage with evidence to reflect on and refine their practice.
- b) gather, analyse and use assessment information to improve learning and inform planning.
- c) know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- a) recognise how differing values and beliefs may impact on learners and their learning.
- b) have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- c) build effective relationships with their learners.
- d) promote a learning culture which engages diverse learners effectively.
- e) demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- a) uphold the New Zealand Teachers Council *Code of Ethics*/Ngā Tikanga Matatika.
- b) have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- c) work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- d) are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

Registered Teacher Criteria

Introduction

The *Registered Teacher Criteria* describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The *Registered Teacher Criteria* recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings.

The criteria and indicators should be viewed as interdependent and overlapping.

Overarching statements

1. Teachers play a critical role in enabling the educational achievement of all ākongā/ learners¹⁰⁹.
2. The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākongā.
4. In Aotearoa New Zealand, the *Code of Ethics / Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia* commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

Criteria and key indicators

Professional relationships and professional values	
Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.	
Fully registered teachers:	
Criteria	Key Indicators
1. establish and maintain effective professional relationships focused on the learning and well-being of all ākongā ¹¹⁰	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community
2. demonstrate commitment to promoting the well-being of all ākongā	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. acknowledge and respect the languages, heritages and cultures of all ākongā iii. comply with relevant regulatory and statutory requirements
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi
4. demonstrate commitment to ongoing professional learning and development of personal professional practice	i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills

109. In this document, the term ākongā has been chosen to be inclusive of all learners in the full range of settings, from early childhood to secondary and beyond, where the *Registered Teacher Criteria* apply.

110. Ākongā refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

Professional knowledge in practice	
Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga ¹¹¹ .	
Fully registered teachers:	
Criteria	Key Indicators
5. show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively
6. conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
7. promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none"> i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with and among ākonga
8. demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning
9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga
10. work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context ii. specifically and effectively address the educational aspirations of ākonga¹¹² Māori, displaying high expectations for their learning

111. Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

112. Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

Professional knowledge in practice	
Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.	
Fully registered teachers:	
Criteria	Key Indicators
11. analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of ākonga ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga
12. use critical inquiry and problem-solving effectively in their professional practice	<ul style="list-style-type: none"> i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from members of their learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga

Guidelines for Induction and Mentoring and Mentor Teachers

Part a: Guidelines for establishing and implementing a programme of induction

1. Vision statement for induction programmes in Aotearoa New Zealand

High quality induction programmes will be provided for all PRTs who aspire to achieve full registration as a teacher in Aotearoa New Zealand.

The programmes will be educative in focus and will support recently qualified teaching graduates to become:

- effective teachers for diverse ākonga in Aotearoa New Zealand
- professionally engaged teachers committed to on-going inquiry into their own teaching and working with colleagues in a collaborative process.

Professional development and on-going system-wide support to mentor teachers will underpin the intensive professional support needed by PRTs to maximise their professional learning and progress towards achievement of the above two goals.

In this way, the profession will progressively improve its ability to contribute to equitable learning outcomes for all ākonga.

The Council's vision statement for induction programmes to support PRTs is shown to the left. This vision sets out the overall purpose for any induction programme and the desired outcomes that the programme should aim for.

2. Principles for high quality induction programmes

High quality induction programmes

- are based in a community of support including the active support by the institution's professional leader
- are personalised and based on the aspirations and needs of the individual PRT
- are responsive to the characteristics of ākonga and the wider community
- develop a PRT's increasing responsibility for their own professional learning
- are educative in focus
- work towards the vision statement, with a particular focus on improving equitable outcomes for all ākonga
- are regularly reviewed to ensure continued effectiveness.

3. Essential components of high quality induction programmes

There is commitment to the vision statement

The employer, leadership and school, kura or ECE professional learning community need to develop a common understanding of how the vision statement will be interpreted and applied within their context and be committed to it.

There is institutional commitment and leadership for the programme

- Leaders and the school, kura or ECE learning community need to be committed to a culture of collaborative professional inquiry.
- There needs to be structural support from the employer and senior colleagues, including ensuring dedicated time is provided for mentoring and other professional development.
- The learning community in some settings, may embrace families and others in the wider community in addition to professional colleagues.
- Leaders should provide work conditions for the PRT that recognise their novice status.

Quality mentoring is a central (but not the sole) component

- Mentors need to be carefully selected, provided with access to high quality professional development and support for their role, and assured of dedicated time to carry out the role (see Part B).
- The PRT will also be supported to access learning from the wider learning community including observations of colleagues and participation in structured professional development programmes within and external to the institution.

The programme is based on the *Registered Teacher Criteria* to guide the learning and formative feedback to the teacher

- There needs to be a shared understanding of the characteristics of effective teaching as set out in the *Registered Teacher Criteria*.

The programme is focused on the daily practice of PRTs with their ākonga

- The programme will provide intensive, specific support based on evidence from the teaching and learning of the ākonga - so that the PRT is able to systematically reflect on this evidence and learn from it.
- The programme will focus on the needs and aspirations of individual PRTs, establishing reciprocal relationships that encourage the PRT to take increasing responsibility for identifying next steps for their professional learning.

The programme will provide the support and processes needed so the PRT can move towards gaining full registration

- This means meeting the Council's requirements for formal documentation of the induction programme and documentation of evidence of the teacher's progress towards achievement of full registration (including the *Registered Teacher Criteria*.)

Part b: Guidelines for mentoring and mentor teacher development

1. Vision Statement for mentoring of PRTs in Aotearoa New Zealand

An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching.

An effective mentor has a significant educative leadership role, dedicated to growing the professional capability of the colleagues they support.

An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships.

An effective mentor does not work in isolation. Mentors can only be effective if they are providing mentoring as part of a comprehensive induction programme and are well supported by their employer, professional leader, and professional learning community.

2. The role of a mentor teacher

The role of a mentor of a PRT includes:

- providing support to the PRT in their new role as a teacher with full responsibility for their ākonga
- demonstrating effective teaching
- facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths
- assisting the PRT to plan effective learning programmes
- observing the PRT and providing feedback against specific criteria and facilitating the PRT's ability to reflect on that feedback
- assisting the PRT to gather and analyse ākonga learning data in order to inform next steps/different approaches in their teaching
- guiding the PRT towards professional leadership practices that support learning in the unique socio-cultural contexts of Aotearoa
- supporting the PRT to become part of the wider learning community
- providing formal assessment of the PRT's progress in relation to the *Registered Teacher Criteria*
- suggesting suitable professional development for the PRT advocating for the PRT if needed, particularly in relation to accessing high quality induction and mentoring listening to and helping the PRT to solve problems.

3. Key areas of knowledge, skills and dispositions needed for high quality mentoring

Mentors know about teachers, teaching and teacher learning

This includes areas of knowledge such as:

- contextual knowledge of an individual PRT including his/her cultural background
- pedagogy of teacher education and of mentoring
- knowledge of the teaching profession, the education system and professional standards (including the Registered Teacher Criteria)
- leadership and management of change.

Mentors know about ākonga and learning

This includes areas of knowledge such as:

- contextual knowledge of the ākonga the PRT is teaching, including cultural background of individuals and of the communities the ākonga are from
- pedagogical content knowledge relating to curriculum area(s) within which the PRT is teaching
- research into learning e.g. Best Evidence Synthesis reports from the Ministry of Education
- collection and interpretation of evidence of learning.

Mentors are able to use mentoring skills and dispositions

These include the abilities to:

- facilitate constructive but challenging professional conversations with PRTs and maintain their enthusiasm
- demonstrate for the PRT effective teaching for diverse ākonga
- use effective observation skills and strategies
- analyse and reflect on evidence of learning
- negotiate and advocate on behalf of the teacher
- demonstrate professional leadership and understanding of the potentiality of effective teaching to influence equitable outcomes for ākonga
- provide and/or seek cultural advice to support development of te reo me ona tikanga.

4. Provision of mentor teacher professional development

Ongoing support systems and professional development opportunities for mentor teachers should be established. As set out in these Guidelines, the mentor teacher role involves specific skills that cannot be assumed but need to be explicitly taught and supported. They are skills that are also needed in other professional leadership roles.

This means that increasing capability in these areas will have an impact on the quality of the wider professional leadership in a school, kura or ECE setting.

The Council is working with the wider profession to ensure there will, over time, be a structured system of both formal learning and on-going professional development available to support the mentor teacher role. It is recommended that mentor teachers form professional communities of practice to support each other within and/or between schools, kura and ECE settings.

Programmes for the development of mentor teachers may include (but not be confined to) the following content

- pedagogy of mentoring
- facilitation of challenging, evidence-informed, professional learning conversations
- knowledge of the *Registered Teacher Criteria* (and how to use the *Registered Teacher Criteria* to guide the professional learning of a PRT)
- approaches to gathering evidence of PRT's learning and of providing and documenting formative feedback
- collection and analysis of learning data for PRTs to engage with in their professional learning
- knowledge of specific strategies such as for supporting differentiated learning needs, English for Second Language learning, English for Additional Language learning, and support for literacy and numeracy learning
- leadership development
- active listening
- how to personalise learning.

Appendix

Making changes to teacher registration

A summary of the phased programme of change to registration policy 2012, 2015 and beyond

1. Over the last few years the Council has been consulting with the profession and considering possible changes to the legislation, processes and policies that guide teacher registration.
2. Based on the information and feedback that has been gathered, the Council is beginning a phased programme of changes to policy and processes relating to registration. Some changes to registration policy will come into effect from 1 January 2012, others are signalled as coming into effect in 2015, and some suggested changes rely on changes being made to legislation and so they are proposals only.
3. The overall intent of this programme of change is to ensure that teacher registration remains current, meaningful and relevant by:
 - reflecting the diverse range of roles and responsibilities that teachers are employed in
 - incorporating the new *Registered Teacher Criteria* and *Guidelines for Induction and Mentoring and Mentor Teachers*
 - addressing areas where there is confusion or concern about how registration works.
4. The programme of change builds on existing registration policy and for the majority of teachers the main impact of these changes will be that:
 - it is clearer that meeting all of the *Registered Teacher Criteria* is the fundamental requirement for becoming and remaining fully registered.
 - the meaning of the different categories of registration (provisional, full and subject to confirmation) will be clearer
 - there will be some minor changes to the registration application forms.
5. The most significant changes that will be made to registration policy are:
 - **A time limit is being introduced for provisional registration.** From 2012 teachers will be expected to move from provisional to full registration within three years, but they will be able to take up to six years when there are valid reasons. Teachers who take longer than six years to gain full registration from provisional registration will be required to undertake a refresher programme.
 - **The definition of recent teaching experience is being revised** to place greater emphasis on the most recent experience a teacher has had. From 2012 teachers will be able to remain fully registered if they have taught for a minimum time period of one out of the last three years (or if they have taught for two out of the last five years)¹¹³.
 - **The definition of 'teaching position' is being revised** to better reflect the diversity of roles that teachers fill. From 2012 the revised definition will make it clearer that teachers in specialist positions and teachers who work with other adults as part of teaching teams are also often able to meet the requirements of full registration
 - **There will be greater emphasis on the recency of qualifications for those teachers applying for registration for the first time.** From 2015, if a teacher's teaching qualification is more than six years old when they **first** apply for registration, they will be required to undertake a refresher programme.

113. The definition of recent teaching experience can be found in 'Definitions used in the Registration Policy'.

Registration changes that will affect all teachers

6. To become and remain registered, all teachers must be satisfactorily trained to teach and regularly demonstrate that they are:
 - of good character and fit to be a teacher
 - likely to be a satisfactory teacher or have satisfactory recent experience
 - proficient in English or te reo Māori
 - committed to the *Code of Ethics for Registered Teachers – Ngā Tikanga Matatika mō Ngā Pouako kua Rēhitatia*.
7. These requirements are not changing. However:
 - **from 2012** the definitions of 'satisfactory recent teaching service' and 'likely to be a satisfactory teacher' are being revised to:
 - make it clear that meeting all of the *Registered Teacher Criteria* defines what constitutes satisfactory teaching and that all teachers are expected to either be meeting these criteria or working towards meeting them, unless there are valid reasons not to
 - emphasise the importance of broad-based, well supported induction and mentoring to enable teachers to demonstrate that they are a satisfactory teacher
 - put greater emphasis on the most recent teaching experience a teacher has had
 - **from 2015** the definition of 'satisfactorily trained to teach' is being revised to place a greater emphasis on the recency of qualifications (for teachers new to the teaching profession).

Three categories of registration

8. There are currently three different categories of teacher registration. The three categories of registration still remain. However the way that the three categories of registration are described has been refined in order to:
 - make it clearer that meeting all of the *Registered Teacher Criteria* is the fundamental requirement for becoming and remaining fully registered.
 - make it easier to understand what the different categories of registration (provisional, full and subject to confirmation) mean

Changes for provisional registration

9. The main changes that are being made that will affect provisionally registered teachers are as follows.
10. At the moment there is no time limit on how long a person can stay provisionally registered. Council has agreed that **from 2012**, there will be a time limit. Provisionally registered teachers will be expected to gain full registration within three years. The Council recognises that there are valid reasons why this will not always be possible and will extend this time limit to six years for the following reasons:
 - their professional leader's assurance that
 - satisfactory progress towards meeting all of the *Registered Teacher Criteria* is being made and
 - there will be continuing support for the teacher in order for them to be able to demonstrate that they do meet all of the *Registered Teacher Criteria* within the next three years
 - parental leave
 - ill health (of teacher or close relative) that excludes a teacher from working
 - living overseas
 - being unable to secure a 0.5 FTTE teaching position
 - being employed in a setting where the teacher cannot participate in a two year, broad-based induction and mentoring programme while being mentored by a fully registered teacher
11. If a teacher takes longer than six years to move from provisional to full registration, they will be required to complete a refresher programme before reapplying for registration and a practising certificate.

12. At the moment there is no time limit on how long ago a teacher gained their qualifications before they apply to become provisionally registered. **From 2015**, in order to be registered for the first time, teachers will need to have gained an approved initial teaching qualification within the last six years¹¹⁴. If their teaching qualification is older than six years, they will be required to complete a refresher programme before applying for registration and a practising certificate.
13. The implementation process for these changes means that no one will be required to complete a refresher programme before January 2015. The Council will continue to work with the profession to ensure that appropriate, accessible refresher programmes are available before that time.

Changes for full registration

14. The main changes that are being made that will affect fully registered teachers are as follows.
15. **From 2012**, the Council is revising the definition of 'teaching position' to better reflect the diversity of roles that teachers are employed in. This will clarify the situation for teachers and will mean that more teachers who are employed in teaching positions in the general education system will be able to maintain full registration.
16. **From 2012** the Council is also revising the definition of recent teaching experience in order to put greater weight on the most recent teaching experience that a teacher has had. At the moment, in order to be considered to have recent experience a teacher must have been employed in the general education system (or an approved setting) in a teaching position for at least two out of the last five years in minimum blocks of ten weeks. From 2012 a teacher will be able to be fully registered with either one year (36 weeks) of teaching service completed within the last three years, OR two years (72 weeks) of teaching service within the last five years accumulated in minimum blocks of six weeks.

Changes for Registration Subject to Confirmation

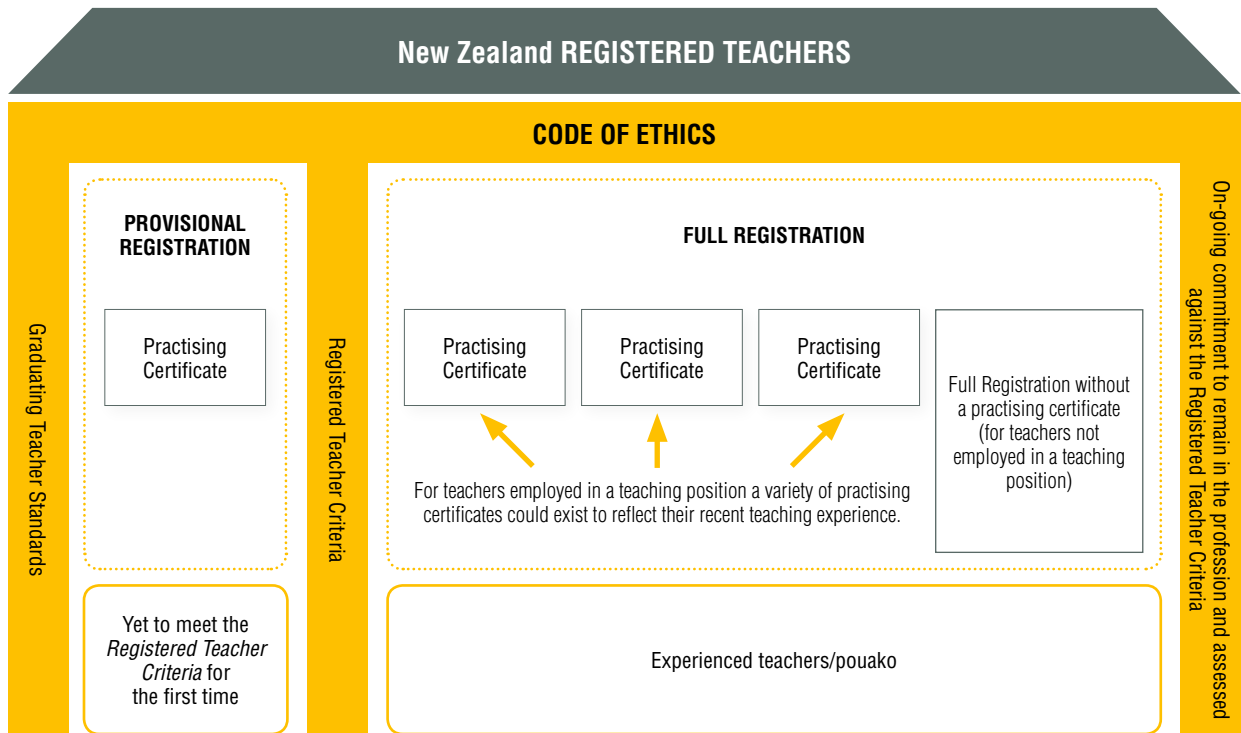
17. At the moment this category of registration is for experienced teachers who cannot be fully registered for a wide number of reasons.
18. This category of registration is causing some confusion for teachers. Some teachers are not sure why they cannot be fully registered and are concerned that subject to confirmation may mean that they are a less competent teacher than a fully registered teacher.
19. **From 2012** the revised definition of a teaching position (discussed above in paragraph 15) and the revised definition of recent teaching experience (discussed above in paragraph 16) will mean that more teachers are expected to be able to remain fully registered and will not need to move into the registration category subject to confirmation
20. The Council will also be changing the way subject to confirmation is described to make it clear that this category of registration signals that the teacher is an experienced teacher who has not been able to be meaningfully assessed against the *Registered Teacher Criteria* within the last 5 years for valid reasons.
21. The Council will be signalling to the teaching profession that the vast majority of experienced New Zealand teachers are expected to be fully registered by being assessed against and meeting the *Registered Teacher Criteria*.

114. Teachers with older qualifications but overseas teaching experience may be able to be provisionally registered if they have completed sufficient recent teaching experience within the last six years.

22. Only when there are valid reasons why an experienced teacher has not been meaningfully assessed against the *Registered Teacher Criteria* in the last five years will they be registered subject to confirmation. These valid reasons will include:
- A teacher has **not had enough recent teaching experience** to have been meaningfully assessed against the *Registered Teacher Criteria* within the last five years (i.e. they have been employed in a teaching position in New Zealand but for less than two years out of the last five or one year out of the last three)
 - the teaching positions a teacher has been employed in over the last five years have been **too casual** to have been meaningfully assessed against the *Registered Teacher Criteria* (e.g. casual and day-relief teaching where the teacher has no consistent relationship with any one class, group of students or programme of learning within any one school, centre or kura)
 - the teaching positions a teacher has been employed in have been **too part-time** to have been meaningfully assessed against the *Registered Teacher Criteria* (e.g. teachers that have worked so few hours each week that their professional leader does not consider it meaningful to undertake formal appraisal)
 - a teacher has **not been employed in a New Zealand teaching position at all** within the last five years, but still wish to remain a registered member of the profession (e.g. people employed as educators in museums or other settings outside of the general education system, experienced New Zealand teachers who have been employed as teacher overseas, or experienced teachers who have chosen to take a break from teaching for personal or career reasons).

Possible longer-term legislative and structural changes

23. As a result of the feedback and discussion that have occurred with the profession so far, the Council is considering seeking changes to the legislation which guide registration process and policy. In particular:
- The fact that registration expires separately and with differing timeframes (depending on the category of registration) to practising certificates (which expire every three years) causes confusion for teachers. The Council would like to make changes to the legislation so that both registration and practising certificates expire simultaneously.
 - At the moment it is also not possible to be registered without having a practising certificate. However there are a number of teachers who are not in teaching positions (so don't legally need to have a practising certificate) but have an on-going commitment to the teaching profession and want to remain registered. The Council would like to enable these teachers to be registered without a practising certificate while still accurately signalling what their most recent teaching experience has been, i.e. they are not in positions that need a practising certificate nor have they been meaningfully assessed against the *Registered Teacher Criteria*.
 - Changes could be made to the legislation that defines the categories of registration to ensure that registration processes remain flexible enough to fit the requirements of a modern teaching profession. For example, it may be more useful if legislation was focused on setting the broad parameters for registration and practising certificates, rather than the detailed specification of the name and requirements of individual categories
24. The legislative changes that the Council is considering could mean that, once legislative change occurs, the structure of teacher registration may become more like the following diagram.



25. This sort of legislative change is a proposal only. These changes will not occur without significant consultation with the profession and the wider public. Any significant legislative change to teacher registration is unlikely to occur within the next three years.



New Zealand
Teachers Council

Te Pouheranga Kaiako o Aotearoa

New Zealand Teachers Council
Level 12, 80 Boulcott Street, Wellington 6011

New Zealand Teachers Council
PO Box 5326, Wellington 6145

www.teacherscouncil.govt.nz