

Briefing to the Incoming Minister 2023



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

Matatū.
Tū Mataora.
Stand tall.
Shape the future.

Briefing to the Incoming Minister
2023
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Te mana o te Kaiako | The mana of the Teacher

In recognition of the powerful influence that teachers play in the lives of our children, it is imperative that our whānau and communities have confidence in the quality assurance systems that both keep our tamariki and rangatahi | children and young people safe, and require our teachers to uphold the high standards of behaviour and competence expected of our profession.

Mana is the principle of power, authority, influence, and prestige. 'Mana tangata' refers to mana derived from the actions and abilities of the holder. We accept that we all inherit mana, but we also recognise 'te mana o te kaiako' - the mana derived from the growth of professional skills and experiences to influence the relationships with tamariki and rangatahi | children and young people, and their whānau, communities and across the profession. If we reflect on the most influential teachers in our lives, they are usually those teachers who recognised and valued these relationships in order to achieve the shared vision of learner success.

It is our responsibility to protect and grow teachers' mana

The Teaching Council's statutory purpose speaks of 'enhancing the status of the profession'. We understand this to mean protecting and growing the mana of individual teachers, leaders, and the profession as a whole. We believe this mana-enhancing responsibility is key to achieving safe, high-quality leadership, teaching, and learning for all tamariki and rangatahi | children and young people in Aotearoa | New Zealand, and this responsibility underpins the work of the Teaching Council.



Message from and introduction to the Teaching Council

Tēnā koe e te Minita,

Congratulations on your appointment as Minister of Education. We look forward to working with you. Thank you for reading this briefing and taking this opportunity to better understand the role of the Teaching Council and our current work priorities.

Teachers have one of the most important roles in our society and in their local communities.

Supporting them to be the best they can be has a powerful impact on the wellbeing and success of our tamariki and our society.

We have a unique role in the education system. Our regulatory functions, such as teacher certification, approving teacher education programmes, and managing complaints about conduct and competence all contribute to a quality profession.

We also play a critical role in promoting and supporting ongoing learning, both for individual teachers and for the system, through the teaching standards, the professional growth cycle, the renewal of professional certification, and our leadership work.

As an independent professional body for teachers, we offer the government and the public a values-led profession: one that is dedicated to service and to developing our individual and collective expertise and knowledge to support building an education system that meets the needs of every child and young person in New Zealand.

This Briefing has more detail about the Teaching Council, how we work alongside you and your agencies, and our current work priorities. We are excited to be working with you to strengthen the profession and deliver excellent outcomes for all ākonga | learners.

Nāku ā ngākau pono,

Signed,



Robyn J. Baker

Robyn Baker
Tiamana | Governing Council Chair
Teaching Council of Aotearoa New Zealand



Lesley Hoskin

Lesley Hoskin
Tāhūhū Rangapū | Chief Executive
Teaching Council of Aotearoa New Zealand

Our Governing Council and Leaders

The Teaching Council's Governing Council is made up of 13 members: six appointed by the Minister of Education and seven elected by registered teachers. The majority are practising kaiako | teachers, leaders, educators, or principals who are connected daily to teaching.

This model ensures there are members who directly reflect the experience and interests of teaching professionals in the sector, and provides government with an opportunity to complement the skill set and ensure the Council as a whole has the collective expertise to provide high-quality governance.

The current Governing Council took office 1 July 2022, for a term of three years. Council members are responsible for ensuring our legislative functions are carried out effectively and efficiently and in the interests of the profession and the public.

More information about Council members is on our website: [Meet the Governing Council](#)

The Governing Council is supported by a Chief Executive, a small Leadership Team, and around 100 staff, some of whom are former teachers, leaders or principals. More information about the Executive Team is on our website: [Meet the Leadership Team](#)



Back row left to right:

John Tait, Lorraine Carr, Dr Fiona Ell, Hongyu (Carol) Cheng, Karen Coutts, Dagmar Vaikalafi Dyck, Elg Anderson, Patrick Walsh

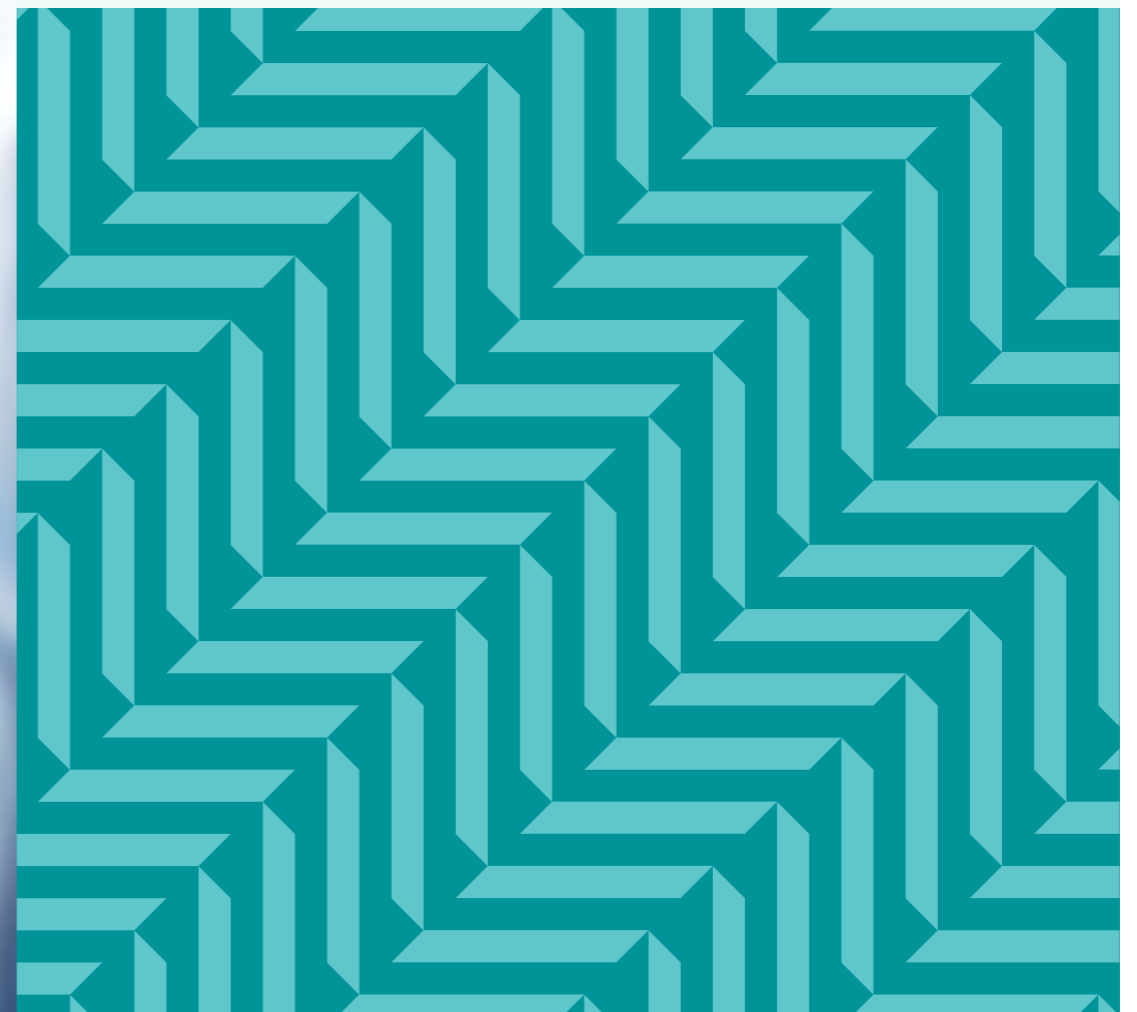
Front row left to right:

Mike Connor, Melody Stuckey, Robyn Baker (Chair), Ripeka Lessels (Deputy Chair), Pat Newman



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What is the role of the Teaching Council?

The Teaching Council of Aotearoa New Zealand (the Council) is the professional body for registered teachers and is an Independent Statutory Body.

We have a unique role in our education system. We work side-by-side with the government while maintaining independence. We work with the profession, to offer professional, independent expertise that supports teachers to put ākonga | learners and their whānau first.

Our statutory purpose is to “ensure safe and high-quality leadership, teaching, and learning for children and young people in early childhood, primary, and secondary schooling in English-medium and kaupapa Māori settings, and settings of other languages, through raising the status of the profession.”¹

The Teaching Council must engage directly with you when we review the criteria for teacher registration or the standards for qualifications leading to registration. You can issue statements of government policy relating to the Teaching Council's functions.

Our functions and responsibilities include providing direction to and enhancing the status of teachers; finding and sharing best practice; establishing criteria for teacher registration and the qualifications that lead to it; establishing and maintaining a code of conduct and undertaking disciplinary functions.

In addition, with Ministerial approval (and funding),² our functions may also include:

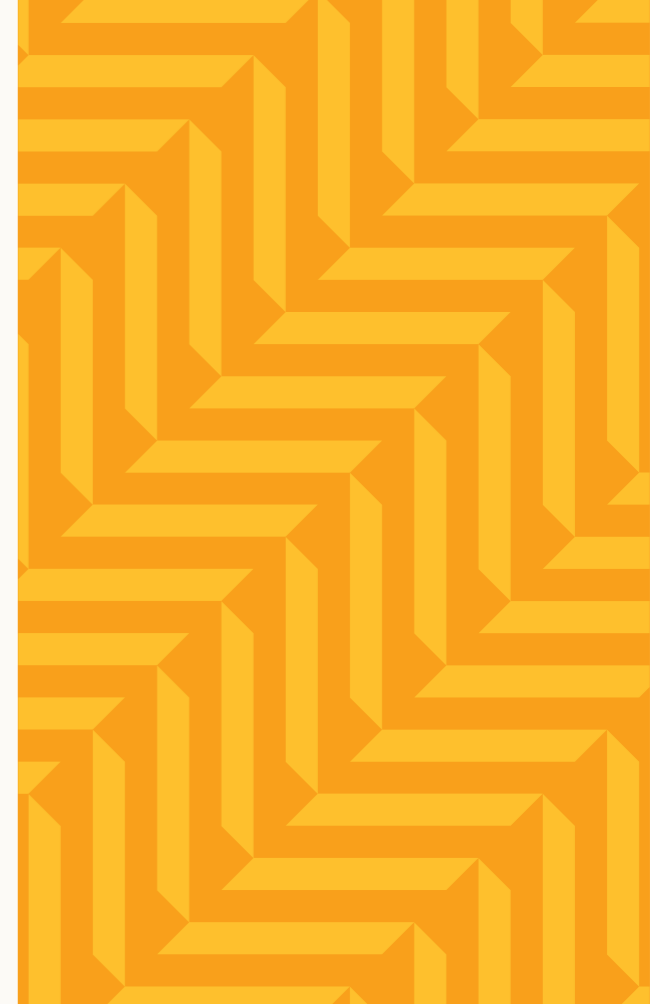
- Providing leadership to the education profession.
- Enhancing the status of education leaders.
- Identifying and disseminating best practice in education leadership.

In our day-to-day business the Teaching Council is responsible for:

- Ensuring the quality of teaching is consistently high and that all ākonga | learners are safe. We do this by ensuring all teachers:
 - Meet Ngā Paerewa mō te Umanga Whakaakoranga | Standards for the Teaching Profession, and through setting the requirements for Initial Teacher Education, registration, and certification.
 - Commit to living by Ngā Tikanga Matatika mō te Haepapa Ngaiotanga | the Code of Professional Responsibility.
- Ensuring every teacher develops their practice on an ongoing basis, which we do through the professional growth cycle and certification processes.
- Reviewing those (few) teachers who do not meet our expectations, or have breached Ngā Tikanga Matatika | The Code, by re-assessing their ability to be teachers through competence and conduct processes (currently being amended following legislative changes).

- Bringing independent policy advice to decision-makers to improve how well the education system functions for ākonga and teachers.
- Developing a Leadership Space (Rauhuia), in partnership with the profession, to grow and support every teacher (in positions of formal leadership or not) to have the necessary leadership capabilities.

The Council is one part of the wider education system, and we work closely with teachers, leaders, education academics, the Ministry of Education, unions, associations and other education organisations. Our alignment with other key bodies is part of how we support and grow the quality of the teaching profession through ongoing learning, system connection and collective impact.

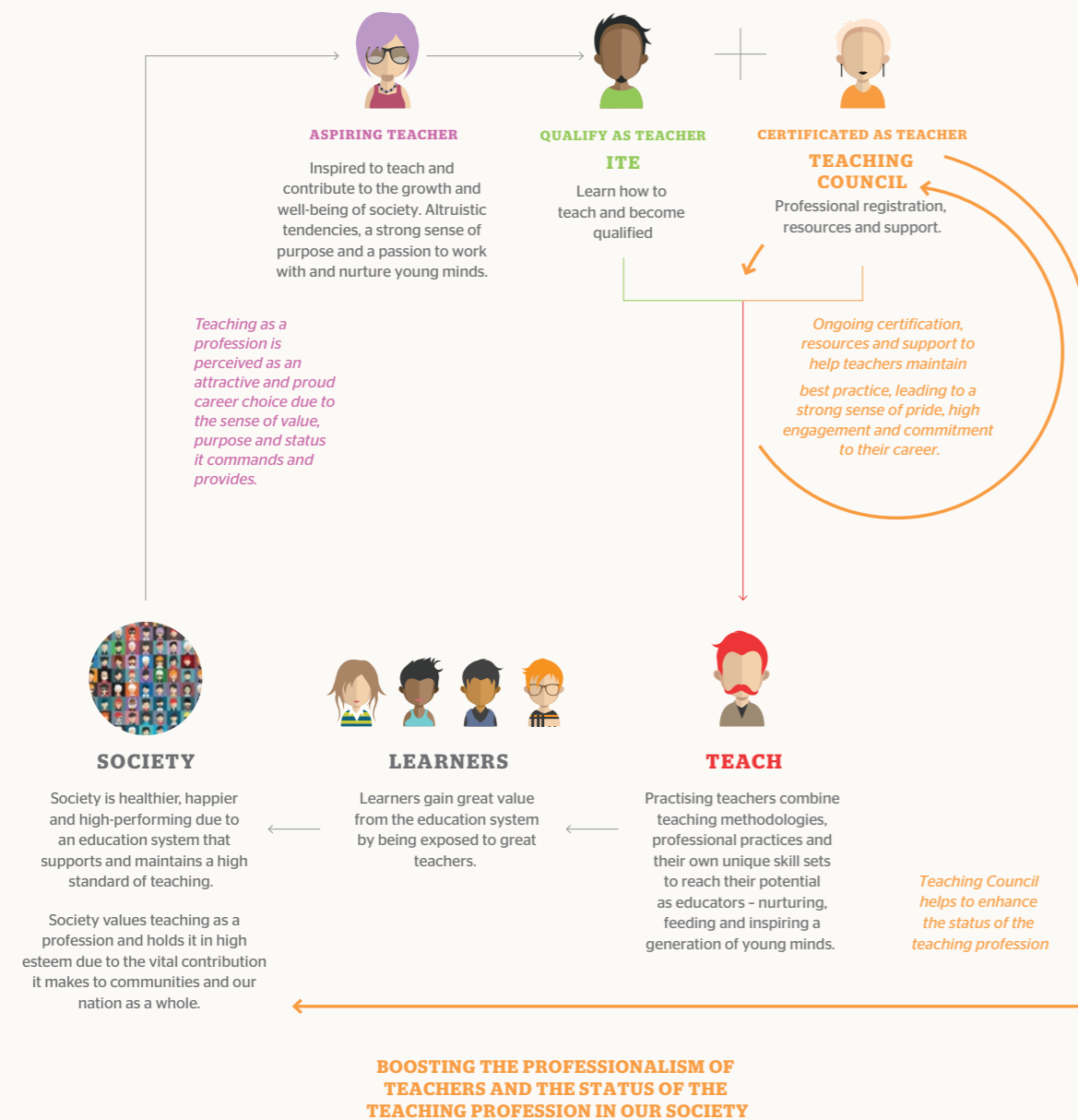


¹ Education and Training Act 2020. Amendments made in 2022 included the reference to 'settings of other languages' to reflect our growing language diversity.

² The 2022 Amendments to the Education and Training Act 2020 also clarified that Council's role in leadership is at the Minister's discretion, and is funded via the Ministry of Education.

Teaching Council's Place in the Education Ecosystem

TEACHING COUNCIL'S PLACE IN THE TEACHING ECOSYSTEM



How our current priorities support the profession and your work

Over your term as Minister, the Teaching Council will work alongside your agencies to strengthen policy, provide free and frank advice, and advocate for ākonga | learners, their whānau and the teaching profession. Key current priorities include:

- Responding to recent legislative changes around language settings, conduct and competence processes, and leadership work.
- Growing the workforce: Language settings, Scopes of Practice and Limited Authority to Teach.
- Development of initial teacher education quality assurance requirements and improved support for teachers in their beginning years.
- Research on new teacher readiness to teach.
- Developing a competency framework for Inclusive Education.
- Reviewing the financial modelling used to set the Teaching Council practising certificate fees and levy.
- Embedding the Professional Growth Cycle to support ongoing learning.
- Focusing on priorities identified by the previous Minister in relation to Rauhuia | Leadership.
- Increasing our organisational efficiency. Developing a new Strategic plan.

More information on following pages.

Responding to Recent Legislative Changes

The recent passing of the [Education and Training Amendment Act 2022](#) has resulted in some changes to our purpose, functions and disciplinary processes. These include:

- An extension of our purpose to include language settings other than English and Māori. This allows us to establish policy settings to support the growth of a Pacific bilingual and immersion workforce.
- Confirmation that the Teaching Council can prosecute individuals teaching without a certificate where ākongal learner safety, or the reputation of the teaching profession may be compromised.
- Strengthening and streamlining complaints and disciplinary processes.

In addition, a change was made to separate the leadership functions of Council to be confirmed through Ministerial approval and funding, rather than by teachers' fees (this work is described under the Rauhuia heading below).

Growing the workforce: Language settings, Scopes of Practice, and Limited Authority to teach

Work is underway to develop and refine our policies and procedures to provide pathways to enable Pacific language speakers to enter initial teacher education, where they might otherwise not have met the language criteria. The intention is to grow a Pacific bilingual workforce to better reflect and support inclusive education for our Pacific populations.

We are also considering whether developing a wider range of scopes of practice could better recognise a greater variety of the skills, expertise and practising status of potential teachers and provide greater flexibility in registration arrangements.³

We are responding to workforce pressures through a temporary change to Limited Authority to Teach (LAT) criteria. Applications opened in November 2022 for previously or currently registered kaiako | teachers who do not currently hold a practising certificate, to apply for a one-year LAT. This is intended to assist supply issues facing many kura and schools by providing temporary support while longer term solutions are investigated and implemented. Applications close at the end of term one this year.

Conduct and Competency

Following changes to our legislation, new Teaching Council Rules around the disciplinary processes will take effect from 29 July 2023. We are using this opportunity to engage with key stakeholders about other rule changes that may be appropriate to improve our professional disciplinary and competence processes.

Our Governing Council wants the rule changes and the review of our processes to reflect our Te Tiriti o Waitangi obligations and our strategic priorities to:

- enhance tikanga Māori
- protect the mana of teachers and others involved in these processes
- enhance natural justice
- apply a restorative approach (where appropriate) that encourages teachers with the right skills, attitude and experience to remain within the profession.

We have engaged a legal firm to assist us with the drafting of Rules and liaison with the Parliamentary Counsel Office. We are also engaging with key Kaupapa Māori stakeholders to draft a vision for Kaupapa Māori pathways for conduct and competence.

We are aiming to consult on proposed Rule changes with the profession and key stakeholders during March and April this year, and the final rules which will be gazetted by late June 2023.

Our conduct and competence processes are important functions designed to keep ākonga | learners safe, protect the reputation of the profession and provide reassurance to the public. They comprise a significant proportion of the Council's operating costs. These rule changes form part of an ongoing journey to continually improve these processes, reduce the cost, time and personal impacts associated with them, and to raise awareness of the purpose of the processes with the profession and the public.

Development of new initial teacher education quality assurance requirements

Now that English and Kaupapa Māori Initial Teacher Education (ITE) programmes have been approved under the 2019 requirements, work is underway to update the monitoring, review and moderation framework and process.

We are working with an external working group to develop options for consultation. The focus is on an approach that strikes a balance between the need to have an environment of trust where ITE providers feel safe to share any issues or concerns, while also ensuring important data and information can be collected and analysed, and remedial actions taken where needed.

It is also important that our quality assurance processes are timely, useful, do not place unnecessary resource burdens on ITE providers, and that they contribute to our overall understanding of the effectiveness of the ITE system.

We expect to be consulting on options from April 2023.

Upcoming research on new teacher readiness to teach

A 2017 report by the Education Review Office (ERO) identified a need to refresh and strengthen the teaching profession in the light of a decline in New Zealand's relative ranking against other countries, especially in relation to reading, mathematics and science.⁴ Significant improvements have been made to ITE since then, however, no further data has been collected on new teachers' efficacy and preparedness to teach.

In January 2023 the Teaching Council, ERO and the Ministry of Education signed a Memorandum of Understanding to conduct research into the readiness of new teachers.

This research is aimed at answering the following broad questions:

- How capable and confident to teach are new teachers?
- What influences new teacher capability and confidence, and why?

In separate but related work, we are preparing to review the induction and mentoring guidelines for teachers with Tōmua | Provisional certification, alongside the Ministry of Education's broader look across the teacher journey from tauria | student teacher to fully competent practitioner.

³ Both the language pathways and scope of practice pieces of work align with the Ministry of Education's Action Plan for Pacific Education and National Education and Learning Priorities.

⁴ ERO report: Newly Graduated Teachers: Preparation and Confidence to Teach December 2017

Inclusive Education

ERO has also recently released research into the experiences of disabled children in the early learning and schooling sectors. It found disabled tamariki experience exclusion and poorer outcomes than their peers. It also found that many teachers lack confidence to meet the needs of disabled learners and were not aware of the resources available to them.

It made a suite of recommendations across several education agencies, and we have joint responsibility with the Ministry of Education to respond to several recommendations. We will be reporting to you on our approach and progress to address the recommendations by July this year. One option under consideration is developing an inclusive education competency framework. We will be also work with the IHC, Human Rights Commission, Whaikaha and other key stakeholders on this mahi.

Teacher practising certificate Fees and Levy

Our legislation allows us to charge teachers the actual and reasonable costs of their registration and certification processes, and for other relevant mandatory functions of the Council.⁵ It also specifies that consultation must occur before setting fees.

The current practising certificate fees and levy are set based on the forecast cost of delivering the Council's statutory functions over a three-year period. The practising certificate fees and levy were increased on 11 July 2022 for the three-year period to 30 June 2025. The fee covers the cost of processing the registration of a teacher and issuing the practising certificate. The levy covers the cost of the remaining functions such as, conduct, competence, ITE programmes, Code and Standards.

The estimated costs include an allowance for modest inflationary pressures over the three years, changes in our operating model such as changes to the legislation relating to mandatory complaints, and targeted savings (which were independently reviewed by Deloitte). We would like to explore adding inflation adjustments to our legislation. This would help simplify the calculations required and would be more transparent for kaiako | teachers.

A three-year period was selected to balance the risk of setting the practising certificate fees and levy at the wrong level in any one year.⁶ The impact of any under or over collection during a three-year period will be factored into the fee setting for the next three-years period.

The Council is only part way through the first year of the first three-year cycle, so it is too early to comment of the adequacy of the practising certificate fees and levy implemented on 11 July 2022. The biggest area of sensitivity is the volume of applications for practising certificates; a modest difference in the forecast volumes could have a material impact on the over or under collection of revenue to cover costs.

The Council will undertake a refresh of the financial modelling used to set the practising certificate fees and levy in the second half of the 2024 calendar year. The refresh will incorporate an estimate of the expected over or under collection. The Council will then consult with the profession in the first half of the 2025 calendar year on proposed practising certificate fees and levy to be effective from 1 July 2025 for the three-year period ending 30 June 2028.

⁵ Education and Training Act 2022 sections 480 (1),(5-6)

⁶ Treasury's guidelines on setting fees in the public sector allow agencies to set fees for a multi-year period as long as the intent is to break even over this period.

Professional Growth Cycle

The Council has moved from an appraisal system for renewing practising certificates to an ongoing cycle of professional development. The shift is away from providing proof of meeting the relevant standards, to promoting ongoing growth and engagement in professional learning networks.

This approach:

- Places more focus on teachers' professional development rather than on compliance- focused proof of practice, i.e., looking forward to improving practice, rather than looking back
- Places more trust in professional leaders
- Removes unnecessary compliance and lightens the load of teachers and leaders.

Developed in conjunction with sector stakeholders, the new approach provides more flexibility. It has been in place for kaiako | teachers since late 2021 and is expected to be in place for principals, tūmuaki and early childhood education professional leaders from February this year. The Council is working to support the building of valuable, sustainable networks for those who do not have one and is providing guidance to enhance the profession's ability to give and receive peer feedback.

Professional leaders are able to draw on the Professional Growth Cycle (PGC) when endorsing teachers for practising certificate renewal.

We have developed a range of webinars and presentations to share elements of the PGC for principals, tumuaki and early childhood professional leaders.



Rauhuia | Leadership

One of the functions of the Teaching Council is to provide leadership and direction for the teaching profession so that we have a systematic approach to building leadership capability for now and the future. The Council's role is primarily strategic. We work closely with the Ministry of Education so that our actions are complementary and together we are supporting a coordinated approach to leadership learning. One unique feature of our work is that it spans the whole profession, including ECE, Primary and Secondary teachers and engages all the sector peak bodies. As noted above, this work now occurs with Ministerial approval and funding. The Council receives \$500,000 per annum from the Ministry of Education for this work.

In 2019, as part of the Tomorrow's Schools Review the Teaching Council was invited to establish a 'Leadership Centre'. The Teaching Council re-named the 'Leadership Centre' Rauhuia.⁷

Rauhuia acknowledges the mana regarding the roles and responsibilities for Principals and Professional Leaders to lead in our communities. It acknowledges the saying:

Waiho mā ngā Tui, ngā Tui e tiaki

Waiho mā ngā Tumuaki, ngā Tumuaki e tiaki

Waiho mā ngā Kaihautū, ngā Kaihautū e tiaki

Leave it to the Tui to take care of the Tui

Leave it to Principals to take care of the Principals

Leave it to the Leaders to take care of the Leaders.

In 2022 then Minister of Education Hon Chris Hipkins signalled that the Council's work in relation to Rauhuia | the leadership space should focus on:

- Continuing to develop the on-line Rauhuia offering.
- Using Rauhuia to disseminate the effective practice that it identifies within the profession.
- The Council reviewing its progress against the Leadership Strategy.

The key to our intended Rauhuia direction is building an understanding that every teacher has leadership capability, irrespective of the length of time they have been in the profession, or whether they hold a formal leadership role.

- One initial focus has been on development of a Learning and Measurement framework to describe what success of Rauhuia will look like, provide measures to assess whether our actions are effective, and tools to help us understand how we can improve what we are doing.
- We have also created an online symposia series, that began last year, focussed on different aspects of Mana. These have been well attended in 2022 and further symposia are planned for 2023.
- In addition, growing an understanding of leadership in te ao Māori, honouring Te Tiriti o Waitangi practically and working locally to develop that. One way we are giving effect to this is through codesign of a series of micro-credentials with Te Wānanga o Aotearoa to further deepen understanding and practice around mana.

Other leadership related work includes:

- Building leadership capability through professional growth cycles, including developing critical reflection and feedback skills so that leaders can support the growth of others.
- Supporting ECE sector to fully participate in professional growth cycles and other opportunities to develop leadership capability.
- Further developing our Unteach Racism resources and activities.

We will continue to work closely with the Ministry of Education to develop joint and systematic offerings that will grow leadership capability across the profession so that we are well equipped to address the current and future needs of our tamariki and rangatahi | children and young people.



⁷ The feathers from the huia bird were prized possessions throughout Te Ao Māori, as they symbolised leadership. Te Rangitopeora, the well-known rangatira of Ngāti Toa, wore huia feathers as a sign of her mana and of her people's agreement that she was their leader. 'Rau' means to gather up, put into, or catch with a net.

Increasing our organisational efficiency

Alongside our more sector-facing work, the Council has been streamlining its core processes and investing in our online system (Hapori Matatū). This has resulted in much faster turn-around times for processing queries, registrations and other administrative tasks. The introduction of a new online registration and certification system has reduced processing time from over 20 working days to five working days for most teachers.

Calls to our contact centre now have significantly reduced waiting times, and callers have the option of emailing queries or using our online chat bot tool Miromiro to answer questions at any time of day - significantly increasing our responsiveness and accessibility for teachers.

New Strategic Plan

Our legislation requires us to develop a five-year strategic direction, and to review it at least every three years, following consultation with kaiako | teachers, the government and the public.⁸ The current Strategic Plan Our path to the future 2022-2027 was published in June 2022 following an internal review and a short consultation process.

The Strategic Plan sets out the longer-term vision, goals, and priorities, and the shorter-term activities to achieve them. Much of the content has remained the same as the previous two plans to ensure constancy and consolidation. Our current strategic priorities are to:

- Strengthen and promote a self-managing profession.
- Build professional awareness, participation, and capability.
- Enable leadership of a coherent, high-performing, inclusive education system.
- Speak with, and work with the profession.
- Enhance our organisation's efficiency and effectiveness.

All the work areas described above fit within and are driven by the Strategic Plan. The plan is due for review by June 2025 at the latest. The Governing Council will soon consider whether it will bring forward the development of the next plan, so it does not overlap with the election processes.

Here is a link to the current [Strategic Plan](#).

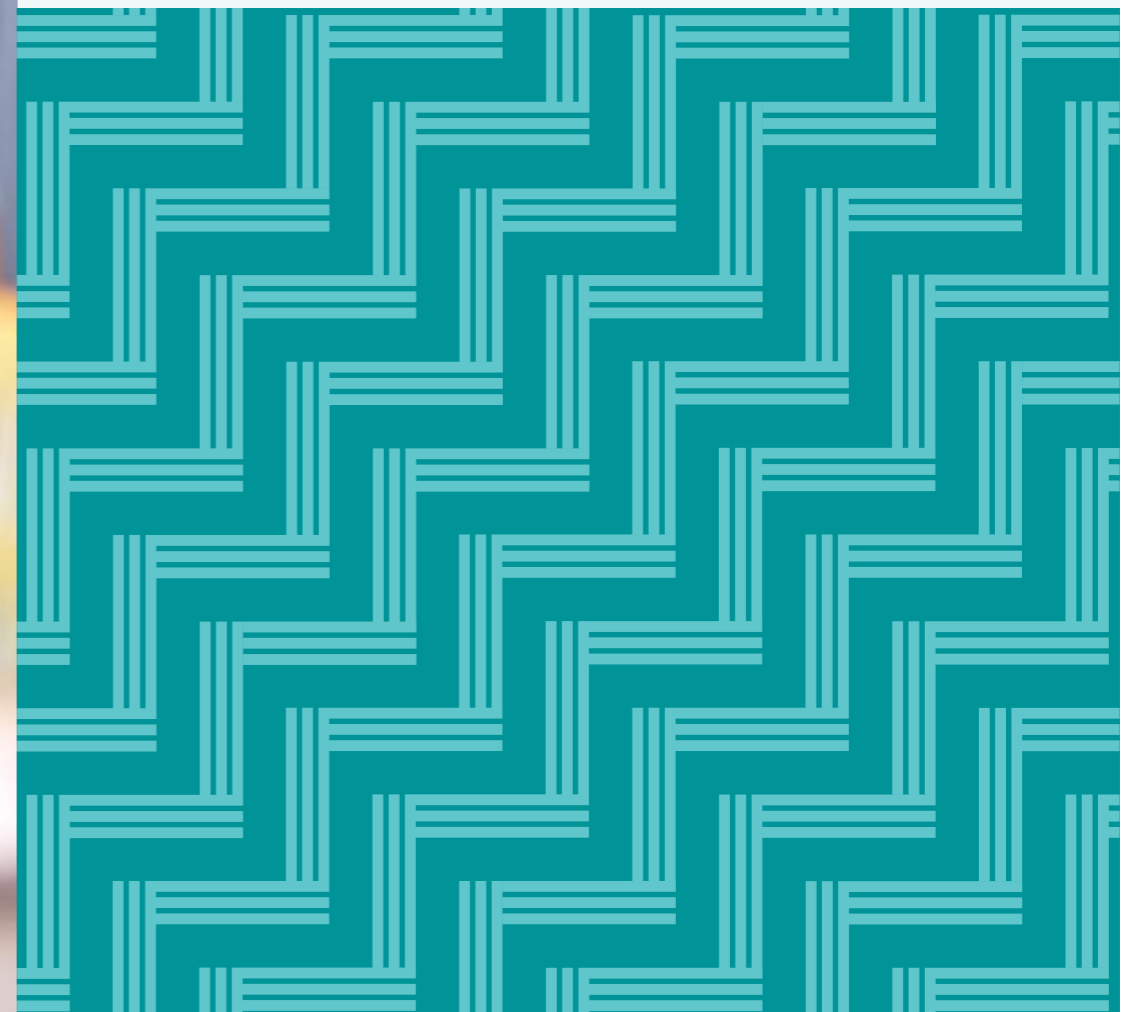
⁸ s483 Education and Training Act 2020





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Te Tiriti o Waitangi

Tūmatia, tūramatia te
tūāpapa o te Matatū
Aotearoa

Ki runga, ki raro, ki uta
ki tai

Koia ko te
manaakitanga, te
whanaungatanga,
te pono me te
whakamana I te ako

Haumi e hui e; Taiki e!

We stand strong in our commitment to Te Tiriti o Waitangi so that all kaiako | teachers thrive.

Matatū Aotearoa | The Teaching Council of New Zealand is committed to being an authentically Te Tiriti-led, values-based organisation with the vision to maximise the success of all tamariki and rangatahi through highly effective leadership and teaching. We are committed to the ideal that everyone has a voice, and as Te Whare o te Matatū, we are responsible to ensure there is a space and place where the profession is welcome. We are committed to listen to all members of the profession—engaging, communicating, and discussing important issues together.

Our ten-year strategy, Te Rautaki Tiriti o Waitangi, makes clear our vision, goals, and priorities. Our goal is that by 2025, all kaimahi understand, apply, reflect and review Te Tiriti o Waitangi, tikanga Māori, and te reo Māori in their roles and responsibilities. This is important as we cannot ask teachers to do what we are not willing to do ourselves.

We will work with the profession to grow our understanding of how to give effect to Te Tiriti into our 'modus operandi', into our functions - our cycles of planning, trialling, reflection and review; understanding that key to this is the enactment of the uara we share with the teaching profession. Through doing this, we will support the growth of a culturally competent education workforce.

Te Whare o te Matatū | The house of the teaching profession

Our early focus was on the Treaty principles of partnership, protection and participation; however more recently we have been turning our attention to the concepts as noted within Te Tiriti which, along with partnership and protection, also include the recognition of mana orite lequity, mana motuhake | inclusiveness and diversity, and Māori values holding authority.

Te Whare o Matatū reflects how these relationships are woven through our work. The whare belongs to the teaching profession and reflects the interests of both Tiriti partners – Tangata Whenua and Tangata Tiriti (represented by the two maihi or barge boards at the front of the whare). The koruru (carved gable mask) represents the forward-looking nature of a strategic plan, reminding us to be alert and responsive. The amo (the two carved supports for the maihi) capture the priorities, goals, and actions outlined in the Strategic Plan.

In the whare we protect and speak up for the mana, hauora | wellbeing, competence, and confidence of our teaching profession. It is our role to ensure the profession upholds *Ngā Tikanga Matatika, Ngā Paerewa | Our Code, Our Standards*.

The whare is held up by ngā pou o te whare | the pillars of the house, which represent the work needed for a strong and effective profession. The four pou toko represent the kawa | values of the teaching profession and the Council.

WHAKAMANA

Empowering all learners to reach their highest potential by providing high-quality teaching and leadership.



MANAAKITANGA

Creating a welcoming, caring and creative environment that treats everyone with respect and dignity.



PONO

Showing integrity by acting in ways that are fair, honest, ethical and just.



WHANAUNGATANGA

Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.



We also recognise the importance of our relationship with Pacific peoples represented in our Pacific tukutuku panel in our whare. This acknowledges Tangata Moana and reflects our responsibility to ensure everyone belongs. Similarly, Te Tiriti allows space for all who came after its signing, and we continue to refine our understanding of these relationships and responsibilities under it.

Tangata Moana tukutuku panel



Te Whare o te Matatū Aotearoa | The House of the Teaching Profession

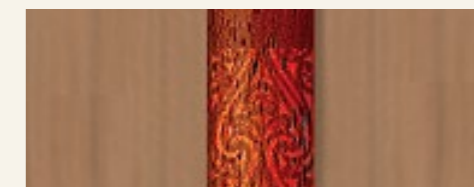


Within the whare six other pou represent our statutory functions which support the teaching profession. They also represent the mandated functions we must undertake with and on the profession's behalf. These six pou are:

- **Pou Aro Whakamua** – steering the future direction of teaching.
- **Pou Whai Rēhitanga** – becoming registered and certificated as a kaiako | teacher.
- **Pou Tikanga Matatika, Ngā Paerewa** – establishing and maintaining the *Code of Professional Responsibility* | *Ngā Tikanga Matatika* mō te Haepapa Ngaiotanga and the *Standards for the Teaching Profession* | *Ngā Paerewa* mō te Umanga Whakaakoranga.
- **Pou Here Tōmua** – establishing and maintaining standards for initial teacher education and undertaking Initial Teacher Education programme approvals.
- **Pou Matatika** – ensuring high standards of ethical behaviour.
- **Pou Mataara** – ensuring high-quality teacher | kaiako practice.

Te Whare o te Matatū sits alongside the many other whare within education. The success of our mahi is dependent on acknowledging each whare for its uniqueness, values, and for the contributions they make. We also need an understanding of the wider context, including sector initiatives (for example, the upcoming curriculum changes), the support of our stakeholders, collaborators, and the profession.

Pou functions



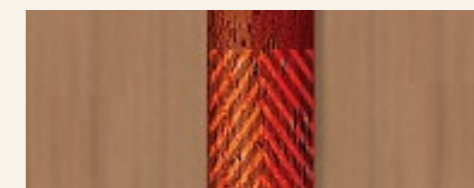
Pou Aro Whakamua



Pou Whai Rēhitanga



Pou Tikanga Matatika, Ngā Paerewa



Pou Here Tōmua



Pou Matatika



Pou Mataara

The Teaching Council in Numbers

1,000,000 ^{* Almost}

children in the care of certificated, registered teachers.

109,976

teachers with a current practising certificate.⁹

4TH

most trusted profession in New Zealand, only behind doctors, engineers, and police.¹⁰

2,500 - 2,900

student teachers graduate each year.

25

Initial Teacher Education providers.

4976

new teachers registered.¹¹

4696

provisionally certificated teachers moved to full certification.¹²

653

complaints, police referrals, self-reports and mandatory reports were received.

⁹ As at end January 2023

¹⁰ The future of trust. A survey of 500 New Zealanders conducted in 2019 and commissioned by Chartered Accountants Australia and New Zealand

¹¹ For 2021/2022 financial year

¹² 2021/2022 year

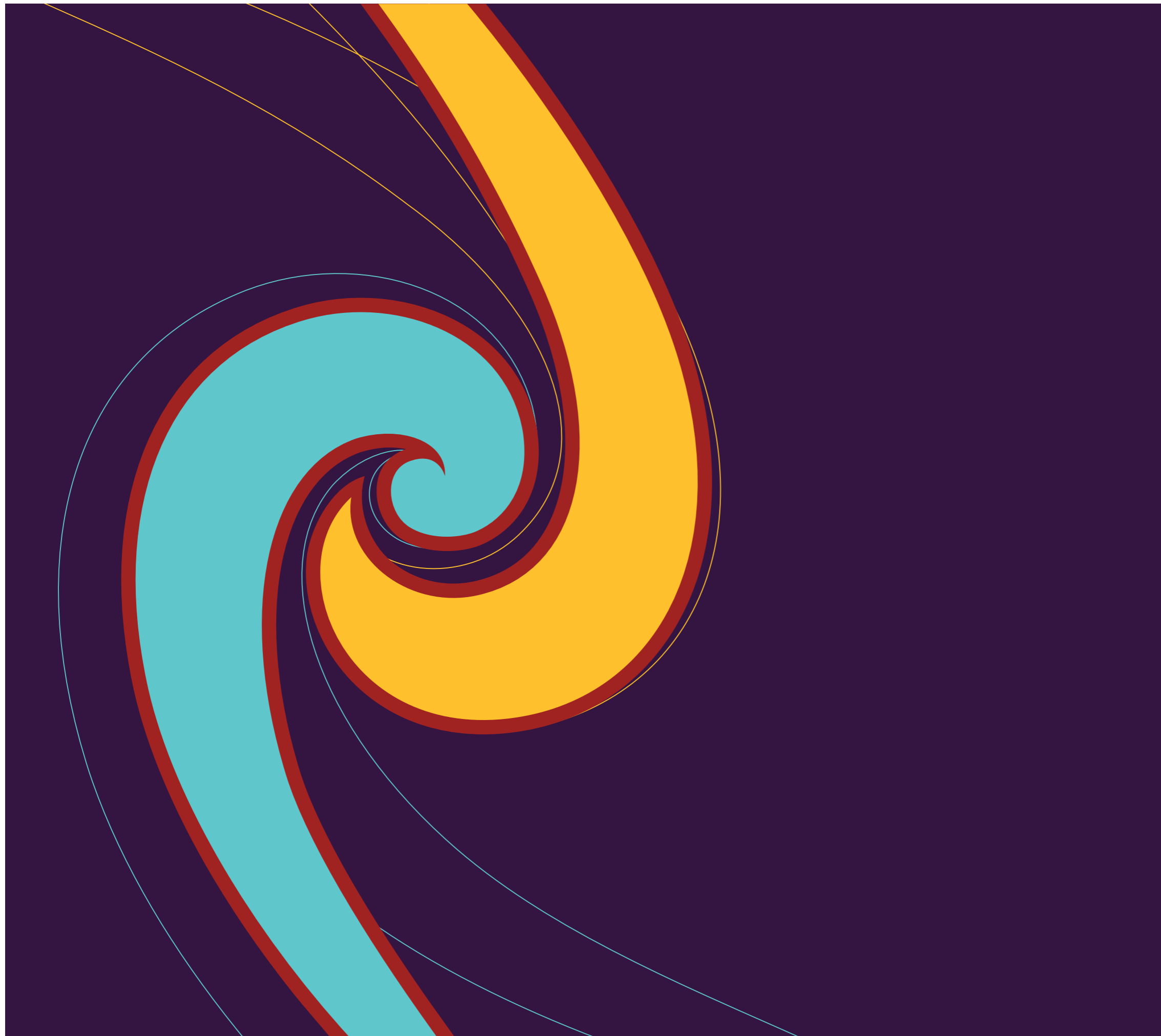


Teachers' Mana



The **mana tangata** of our teachers is precious. Without it, they cannot teach.





Directory

Teaching Council of Aotearoa New Zealand

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