

Recommendations

Recommendation		Response
New Zealand Teachers Council		
<p>Part 2, Recommendation 1: <i>The inquiry recommends that the forthcoming review of the Teachers Council evaluate the merits and disadvantages of retaining dual approval by the Council for both professional education and registration standards for the teaching profession.</i></p>	ACCEPT	<p>The Review of the Teachers Council is underway and will investigate and report to the Minister of Education on the capability and capacity of the Teachers Council to lead the teaching profession and on the effectiveness of the current legislative and structural arrangements in enabling the execution of this function. Copies of the Inquiry Report have been provided to the Review Committee and the terms of reference for the review require the reviewers to take account of the recommendations of the Ministerial Inquiry.</p>
<p>Part 4, Recommendation 2: <i>The Inquiry recommends that the question of schools boards' engagement in the design of entry standards for teacher trainees be considered as part of the forthcoming Teachers Council Review.</i></p>	ACCEPT	<p>The Ministry of Education, in partnership with the Teachers Council, will review the legislative framework of their complaints and disciplinary processes, in response to these issues, and to report alongside the wider Review.</p>
<p>Part 4, Recommendation 4: <i>The Inquiry recommends that the forthcoming review of the Teacher's Council evaluate the merits and disadvantages of retaining dual approval by the Council for both professional education and registration standards for the teaching profession</i></p>	ACCEPT	<p>In addition, the Teachers Council is already taking steps to support the aims of the recommendations by:</p> <p>Increasing the capacity of the Complaints Assessment Committee. The Council has recently amended their rules to increase the number of members of the Complaints Assessment Committee in consultation with key stakeholders.</p>
<p>Part 4, Recommendation 5: <i>The Inquiry Recommends that as part of the forthcoming review, the Teachers Council's current proposal for six-yearly surveys of teaching graduates be evaluated to test the sufficiency of assurance they would provide for government, employers, school boards and other key stakeholders as to the quality of pre-employment teacher training.</i></p>	ACCEPT	<p>Improving consistency of approach and enable transparency around process. Chairs of Complaints Assessment Committee (CAC) panels are already meeting regularly to ensure the maximum clarity, transparency and consistency under the current legislative framework. In addition, further guidance will be developed and published outlining the CAC and the Disciplinary Tribunal processes and setting out the steps members take in considering matters before them.</p>
<p>Part 4, Recommendation 9: <i>The Inquiry recommends that in the context of the forthcoming review of the Teacher's Council, the Ministry of Education and the Teachers Council:</i></p> <p>a. <i>Review the policy framework for practising certificates; and</i></p> <p>b. <i>Revise these in light of the experience of other professionals where a graduate from, say, a specialised university programme (e.g. law or medicine) is employed on what is essentially an apprenticeship basis, and supervised and mentored for a period before being granted a 'practising certificate' or professional ticket, and, after further work experience, full registration.</i></p>	ACCEPT	<p>Procedures to improve processes relating to competency and conduct complaints as set out in the Teachers Council's latest Statement of Intent. This includes:</p> <p>Developing indicative guidelines for members of the CAC to support decision making in relation to conduct cases. This includes undertaking detailed research of current law and practices of related professional bodies. The guidelines will be finalised in 2013 and will include advice on when a matter should be referred to the Disciplinary Tribunal. This work will also incorporate the expectations of the public and other interested parties.</p> <p>Developing and implementing a plan to raise the awareness of teachers, employers, other stakeholders and the public of the conduct and competence processes.</p>
<p>Part 4, Recommendation 17e: <i>The Inquiry recommends that the Ministry of Education, as the Government's principal education policy adviser, consider the following:</i></p> <p><i>Is registration and allocation of a practising certificate by the Teacher's Council, arguably a critical 'point of reliance' by a board, sufficient to counter the risks of incompetent, ill-advised or poorly-informed hiring practice, even with much less skilled forgers than Miki?</i></p>	ACCEPT	<p>Revising the website to ensure it is relevant, user-friendly and provides easily accessible information that informs and guides teachers and employers in the conduct and competence areas;</p> <p>Holding competence workshops to raise professional leaders' awareness of competency issues and how to manage these;</p>
<p>Part 5, Recommendation 1: <i>The Inquiry recommends that you provide those carrying out the review of the Teachers Council with a full copy of this report for their consideration during that review.</i></p>	COMPLETE	

<p>Part 2, Recommendation 8: <i>The Inquiry recommends that the Ministry of Education review the law on the NZTC's disciplinary functions with regard to: a. the threshold for issues addressed to the CAC to be referred to the Disciplinary Tribunal b. whether this threshold should be that any alleged breach that could result in a term of imprisonment, if convicted, should be referred immediately from the CAC to the Disciplinary Tribunal.</i></p> <p>Part 2, Recommendation 6: <i>The Inquiry recommend that the Ministry of Education and the NZTC review the means by which responsible persons (e.g. Principals, board chairs) might raise with the Teachers Council any matter of substantial concern concerning the conduct of an employee when the evidence available does not necessarily or fully meet the threshold for investigation by the CAC.</i></p>	<p>ACCEPT</p> <p>ACCEPT</p>	
<p>Part 2, Recommendation 2: <i>The Inquiry recommends that a police vet be obtained when any person seeks to move from provisional to full registration.</i></p>	<p>ALREADY BEING DONE</p>	<p>The Inquiry Report states that 'there is no requirement for a new police vet (or any other 'test' of good character) to be obtained when a person shifts from provisional to full registration (which could take up to six years, although in that time a mandatory vet would have been required for full registration to be renewed).' (Page 16, Paragraph 12.) However, individuals who are provisionally registered, like those with full registration, are already required to hold a valid Practising Certificate. Practising Certificates are valid for three years a new Police vet is required as part of the renewal processes. Therefore, even if an individual took up to six years to gain full registration, they would have regular police vets during that time.</p> <p>In addition, the Teachers Council are now requiring individuals who are provisionally registered for six years or more, without moving to full registration to undertake additional training at the six year point to ensure their practice continues to meet the required standards.</p>
<p>Part 2, Recommendation 3: <i>The Inquiry recommends that any notation, including any information about a change of name(s) and the reason for that name change, made beside a registered teacher's name on the Council Register, be readily accessible by any bona fide inquirer (e.g. a potential employer).</i></p>	<p>ACCEPT</p>	<p>Earlier names are removed from the public register, but they are maintained on internal records, thus enabling the Teachers Council to carryout Police vets and other checks against earlier names. This ability will be enhanced when the Teachers Council are able to regularly gain name change information from the Ministry of Internal Affairs (see Group 5).</p> <p>The Teachers Council support extending the information held on the public teachers register to help employers to better identify individuals they are considering employing and is considering, with the Ministry of education, how best to take this forward.</p>
<p>Name change policy and processes</p>		
<p>Part 3, Recommendation 3: <i>The Inquiry recommend that you refer the issue of name change law and the administrative processes related to it to the Ministers of Internal Affairs and Justice and that, as a matter of urgency, a policy review of the law and processes is initiated.</i></p>	<p>ACCEPT</p>	<p>DIA will review name change policy and processes and advice provided to Ministers on the findings in October. This will include a review of the statutory framework for registering formal name changes, plus consideration of whether the reason for the name change should be asked for and recorded.</p>

Offender management and Police matters		
Part 3, Recommendation 7: <i>That you refer to the Minister of Police for reference to the Commissioner of Police for his investigation into the question as to why no further charges other than those relating to breaches of release conditions laid by Corrections were laid by Police as a result of Miki's arrest at Te Kura o Matapihi in August 2009. (Part 3, section 2)</i>	COMPLETE	A review of Police decisions in relation to this case has been completed.
Part 3, Recommendation 8: <i>The Inquiry fully supports the recommendations of the special, internal investigation report prepared by the Chief Probation Officer on Miki's supervision of Corrections staff and itself recommends that the Minister of Corrections direct the Chief Executive of the Department of Corrections to give priority to their implementation.</i>	COMPLETE	The Department of Corrections has implemented the recommendations in the Chief Probation Officer's report and all key milestones have been met.
Part 3, Recommendation 9: <i>The Inquiry gives its full support to the development of a GPS tracking system as part of a sentence or a supervision order such as that imposed on Miki, assuming proper legislative authority and imposition by a judge and recommends that you convey this support to the Minister of Corrections.</i>	COMPLETE	The Department of Corrections will implement GPS monitoring of offenders' whereabouts in the community from August 2012. The initial group of offenders, include offenders subject to extended supervision orders or eligible for an extended supervision order with special conditions related to their whereabouts.
Education Workforce and employment practices		
Part 2, Recommendation 4: <i>The Inquiry recommends, that in consultation with the Ministry of Education, the NZTC:</i> a. <i>Introduce a Code of Conduct for all teachers, teachers' support staff (e.g. kaiawhina), and any person with Limited Authority to Teach (LAT);</i> b. <i>Promulgate the Code of Conduct to all teacher training providers; and</i> c. <i>Require that it be formally agreed to by any applicant for registration as a teacher or for LAT.</i>	CONSIDER	The Ministry of Education, in consultation with the State Services Commission and education sector agencies, will explore the introduction of a Code of Conduct , including the risks, benefits and timescales and prepare advice for the Minister.
Part 4, Recommendation 3: <i>The Inquiry recommends that the Ministers of Education and Finance review the costs and value added to the school education system through the operating of up to 26 different teacher training institutions, in light of demand for teacher training as affected by forecasts for the size of the NZ school population, and changes in technology and teaching practice over the next 10-20 years. (Part 4, section 1)</i>	ACCEPT	Work is underway to consider the quality of initial teacher education and advice will be provided to the Minister by the end of 2012. As part of this the Ministry will consider the cost effectiveness of the current landscape.
Part 4, Recommendation 8: <i>The Inquiry recommends that the Ministry of Education review the government's National Administration Guidelines and National Education Goals and related policies in respect of Maoritanga and the quality of Māori children's education and where appropriate revise them to more realistically reflect:</i> a. <i>That state of the Māori education labour market</i> b. <i>The intense general labour market competition for competent speakers of Te Reo and essential Māori cultural skills; and</i> c. <i>The perverse incentives to which they expose school employers.</i>	PARTIALLY ACCEPT	Improving the supply of teachers in Māori medium schools is an area of priority for the Ministry of Education. Existing recruitment incentives have been revised over the last two years to focus more exclusively on this area. We expect significant results to be demonstrated in new graduates from 2013/14. In addition, the Māori Medium Workforce Reference Group is currently developing options to improve and secure the supply of qualified teachers in the Māori Medium sector.

<p>Part 4, Recommendation 6: <i>The Inquiry recommends that the necessary steps be taken to ensure that it is within the Minister of education's remit to determine the policies that govern and raise:</i></p> <p>a. <i>The pre-entry standards required by teacher training providers;</i></p> <p>b. <i>The pre-employment standards required by the Teacher's Council when assessing whether a 'satisfactorily trained' person may be provisionally registered and entitled to apply for teaching positions;</i></p> <p>c. <i>The pre-certification standards required by the Teachers Council to assess whether a provisionally registered teacher is entitled to a full practising certificate; and</i></p> <p>d. <i>The employment standards required by state and state-integrated school boards of trustees to assess the competence, suitability and other qualities of anyone applying for a teaching job (privately owned and charter schools would be excepted).</i></p>	<p>PARTIALLY ACCEPT</p>	<p>Research is underway and sector discussion is about to begin around graduate teacher attributes, as part of the current development for initial teacher education. This work will include an exploration of entry requirements of teacher training providers.</p> <p>Points (b) and (c) will be considered as part of the Review of the Teachers Council which explores the capability and capacity of the Council to perform the functions for which it is responsible. The review will also consider how the Council's professional leadership function is realised through the development and application of standards for entry, progression and professional accountability, and what role other agencies, including schools Boards, have to play in those processes.</p>
<p>Part 4, Recommendation 11: <i>The Inquiry recommends that the Ministry of Education, in consultation with Boards of Trustees, principals, the teachers unions and other appropriate agency, review the adequacy of professional employment services and guidance needed by a diverse range of school employers (including principals) if they are to secure the safety and wellbeing of school students.</i></p> <p>Part 4, Recommendation 14: <i>The Inquiry recommends that the New Zealand Schools Trustees Association reviews the effectiveness of its advisory role with respect to the employment responsibilities of the boards of trustees and consider whether a much tighter focusing on the poorest performers would represent better use of its contractual funding from the MOE.</i></p> <p>Part 4, Recommendation 16: <i>The Inquiry recommends that the Ministry of Education, NZSTA, ERO, the OAG, principals and boards of trustees, critically consider the issue of risk management, in respect to the safety, protection and educational wellbeing of school children, and test whether this is given the highest explicit priority by all school boards and education sector agencies in all their policies and operational decisions.</i></p> <p>Part 4, Recommendation 17a and b: <i>The Inquiry recommends that the Ministry of Education, as the Government's principal education policy adviser, consider the following:</i></p> <p>a. <i>Should a board's risk management duty extend to cover employment-related risks, how to assess their probability and possible consequences, and how to avoid or mitigate them?</i></p> <p>b. <i>Is it reasonable to expect that all lay boards of trustees, as hiring agencies, will be competent to handle the risks associated with hiring staff where these risks have potentially serious implications for the well-being a safety of children?</i></p>	<p>ACCEPT</p> <p>ACCEPT</p> <p>ACCEPT</p> <p>ACCEPT</p>	<p>The Ministry of Education is working with the New Zealand School Trustees Association to consider how best to ensure that the necessary support is available for schools in the identified areas.</p> <p>In addition, the Ministry is preparing for urgent consultation with sector agencies following the release of this report. This will seek to confirm that their policies and operational decisions give explicit priority to the safety, protection and wellbeing of students. From these discussions, the Ministry will also urgently review the information, guidance and support currently made available to assist schools to meet their responsibilities in these areas. The focus of discussion will be on the quality of decision making and practice required to ensure the safety and wellbeing of students, setting clear expectations to fulfil the recommendations of this report.</p> <p>A progress report will be presented to the Minister by October 2012, outlining the result of initial consultation, steps taken and those planned in order to meet the relevant recommendations in Part 2 and Part 4 of the report.</p> <p>In association with this consultation, the Ministry's programme to develop workforce capability, introduces an immediate focus on lifting the performance of organisational leadership in schools. This programme includes increasing the range of HR support to boards/principals to strengthen people management such as teacher recruitment and appraisal. In addition, the programme will review and revise the workforce tools, systems and processes used by schools, trialling and testing new developments for introduction across the sector.</p>

<p>Part 4, Recommendation 12: <i>the Inquiry recommends that the Education Review Office consider:</i></p> <p>a. <i>Developing a review focus on how boards hire teachers and support staff, including processes boards use, the extent to which they validate, verify and authenticate information critical to the wellbeing students; and</i></p> <p>b. <i>Evaluating, for both individual school reports and a national evaluation report:</i></p> <p>i. <i>How well trained and prepared principals and boards are to perform their role as employers</i></p> <p>ii. <i>The recruitment, prioritising, hiring and post-employment monitoring processes they use</i></p> <p>iii. <i>The persons/sources to which they turn for advice;</i></p> <p>iv. <i>The reliance they place on informal or untested testimonials, attestations and other references for the character, competence, qualifications and experience of applicants for jobs</i></p> <p>vii. <i>Their knowledge of their mandatory reporting obligations.</i></p> <p>v. <i>The extent to which the sheer need for a person to supervise or fill a prolonged gap, or provide any contribution to the curriculum affects their judgement and employment decisions</i></p> <p>vi. <i>Their professional preparation to assess the risks that candidates may be dishonest, emotionally unstable, or unsuited to work with children and young people</i></p> <p>vii. <i>their knowledge of mandatory report arrangements</i></p>	ACCEPT	<p>ERO will review and revise its Board Assurance Statement and Self-Assurance Checklist, its 'Schools Handbook' and associated review processes to address this recommendation by 1 September.</p> <p>ERO will undertake a national evaluation of board practices in relation to the questions raised by the inquiry during the 2013-2014 year. Providing for evaluative information for future decision making.</p> <p>In relation to the above, ERO will consider the issue of risk management, in respect to the safety, protection and educational well-being of school children and how this is given the highest explicit priority by all school boards, as identified in Recommendation Part 4: 16</p>
<p>Part 3, Recommendation 6: <i>The Inquiry supports the appointment of social workers in schools and recommends that you discuss with the Minister of Social Development further extension of this policy.</i></p>	ACCEPT	<p>The expansion will extend Social Workers in Schools (SWiS) to all decile 1-3 primary schools and increases the number of those with SWiS from 285 to 673. New services will be phased in over three stages, Providers have been secured for the first stage of the expansion and new services commence in Northland, South Auckland and Napier/Hastings during term three 2012. Tendering for stage two will commence in August 2012. Roll-out is due to be completed during term three 2013.</p> <p>SWiS provides early assistance and intervention to children and their families with the aim of seeing safe, socialised children with a strong sense of identity and wellbeing, who are fully engaged in school. The expansion will help to increase the safeguards within schools and create additional opportunities for children and staff to get support.</p>
<p>School Governance</p>		
<p>Part 2, Recommendation 5: <i>The Inquiry recommends that the Ministry of Education considers the need for interests to be:</i></p> <p>a. <i>Declared by every school trustee, principal and senior staff member</i></p> <p>b. <i>Formally recorded; and</i></p> <p>c. <i>If there is any potential or actual conflict, the decision on how this should be managed taken collectively by the Board of Trustees, and the decision, with reasons stated, formally recorded in the Board's records of business.</i></p>	ACCEPT	<p>The Ministry of Education will work with NZSTA to provide guidance to boards on recording and managing conflicts of interest, including links to the Officer Auditor General guidance.</p>

<p>Part 4, Recommendation 13: <i>The Inquiry recommends that in consultation with the relevant sector agencies, the Ministry of Education:</i></p> <p>a. <i>Review the annual financial position in Vote: Education for training school trustees and considers whether better targeted training and more active on-site mentoring might be more cost effective in schools where the Ministry's regional staff, or ERO, signal a need for external advice and guidance but not necessarily more serious interventions;</i></p>	ACCEPT	<p>\$2.49 million per annum of funding is currently available for tailored training and support services for Boards of Trustees. This includes \$100k nationally for the development of mentoring clusters. The first pilot cluster in Christchurch concluded on 30 June and the approach is now being rolled out in other areas. Training is allocated in response to specific, identified needs, drawing on information from schools, ERO reports, Charter discussions and other regional intelligence.</p> <p>Work is underway to review how this training is contracted for and delivered with them aim of improving quality and value for money.</p>
<p>Part 4, Recommendation 10: <i>The Inquiry Recommends that to ensure that the quality of school governance is sufficient to mitigate the ongoing risks of underachievement by some specific student populations, to meet the challenges of recruiting high quality teachers and facilitate (demand) more thorough teacher training, and to ensure that the school sector can better support the growth of the NZ economy, the Ministers of Education and Economic Development:</i></p> <p>a. <i>Initiate a review of the capacity and capability of the system of school governance established nearly 25 years ago; and</i></p> <p>b. <i>Direct that this review be reported back to Ministers by mid-2013 in time for any agreed policy or legislative changes to be considered for the 2014 legislative programme.</i></p> <p>Part 4, Recommendation 17c: <i>The Inquiry recommends that the Ministry of education, as the Government's principal education policy adviser, consider the following:</i></p> <p>c. <i>Should alternative governance arrangements be put in place soon after, say, board elections demonstrate a paucity of relevant governance skills, or at least one adverse ERO report, and before ex-post interventions become avoidable?</i></p> <p>Part 4, Recommendation 1: <i>That the Ministers of Education and State Services review the appropriateness of the categorisation of school boards of trustees as statutory Crown entities in terms of their ability to implement government policy and achieve national education goals for NZ children.</i></p>	<p>PARTIALLY ACCEPT</p> <p>ACCEPT</p> <p>ACCEPT</p>	<p>The Ministry of Education is considering the role of Board of Trustees in raising learner achievement. Recommendations to review the capacity and capability, alternative governance and their categorisation will be covered in this work.</p>