Initial Teacher Education
Panel Information for Initial Teacher Education Providers

June 2022

Teaching Council of Aotearoa New Zealand

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

Contents

Using this guide

In late 2019/early 2020, the Teaching Council (Council) contracted an external evaluation organisation to survey ITE Providers (Providers) who had recently experienced Initial Teacher Education (ITE) panels under the new Requirements and processes. The feedback from these Providers and panels in 2020/2021 have guided the design of this guide.

Providers are advised to work with their Council 'Lead Advisor' in all matters relating to programme approval, panels, and panel planning.

Setting the scene

The Teaching Council, in consultation with the profession, have developed new Requirements for Initial Teacher Education programmes. These came into effect in July 2019 and all currently existing Initial Teacher Education (ITE) programmes must be submitted under these requirements by 1 January 2022. Approval of the ITE programmes occurs through an approval panel process that is managed by the Teaching Council and NZQA for Private Training establishments, Wānanga, and Polytechnics, and by the Teaching Council and CUAP for universities.

Panels are established to obtain feedback on the proposed programme from panellists that represent perspectives across the profession, providing an independent judgment and recommendations to the Teaching Council that ensures the programme meets the Requirements. The critical emphasis is that the programme enables graduating teachers to meet the *Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga* (in a supported environment) and the expectations of the *Code of Professional Responsibility | Ngā Tikanga Matatika o te Haepapa Ngaiotanga.*

The panel provides a recommendation of approval or non-approval to the Teaching Council, who then makes the final decision. The Teaching Council with the ITE Provider arranges, in agreement with NZQA (where appropriate), the date, time, and location of the panel meeting that is acceptable to all panel members and facilitates the attendance of the ITE Provider, their staff and partners.

Panels as a collaborative learning ecosystem

Collaborative partnership between ITE Providers and the profession in programme design is a central premise of the new ITE Requirements. Likewise, ITE approval panels are collaboratively staffed by a partnership between the profession and ITE Providers. Accordingly, the principle of 'partnership' should be evident in all processes connected to ITE panels.

Panel discussions are designed to be distinguished by deep, respectful two-way discussions which give opportunity for ITE Providers to 'tell their story', and simultaneously allow the panel to arrive at a discerning judgement concerning the capacity of the programme(s) to enable graduating teachers to meet the *Standards for the Teaching Profession | Ngā Paerewa* mō te Umanga Whakaakoranga and

the expectations of the *Code of Professional Responsibility | Ngā Tikanga Matatika* o te Haepapa Ngaiotanga.

Another critical dimension to the Teaching Council's approach to panels between 2019 and beyond is the intention for an 'open-learning systems' approach. In this broad approach, information is routinely and transparently collected by the Council from the greater ITE 'system' and evaluated/disseminated back to the same system with the overall goal of building overall system capacity. ITE approval panels are regarded as one of the critical junctures in information flow both outwardly from ITE Providers to the panel/profession, but also inwardly to Providers.

In summary, the Council regards panel as both a responsibility for collaboration, and also as an opportunity for co-construction of ITE learning within the ITE ecosystem.

For more information about the broader intent of panels, please consult your Lead Advisor.

Face-to-face or online panels

Since early 2020, COVID-19 has periodically forced multiple ITE approval panels from a face-to-face format to an online format. The online format has been successful on those occasions but requires special considerations such as:

- Revised agenda timings to allow for more frequent off-screen breaks.
- A limit to the number of people attending any one session. Please ensure each panel participant is separated and attends the session with their own screen and microphone.
- It is useful to have someone who can act as a timekeeper for online panel sessions.
- Generally, an overall longer panel is needed to allow for the extra time taken in agenda transitions and breaks.
- The use of Zoom is preferred over other communication programmes.
- The Provider must have an IT support person who is contactable during the panel should there be any connectivity issues.
- If partners or Provider staff need to self-isolate, please discuss a plan with your Lead Advisor.

Hybrid online and face to face panels may be possible. If circumstances dictate that an online panel is preferred or required, please talk with your Lead Advisor.

Steps towards panel

Although each panel is unique, there are predictable steps which serve as milestones between early design of ITE programmes, and the panel occurring.

Over time, consultation with partners will focus on programme design, and ultimately design will be distilled into a programme approval document(s) for submission. The English medium ITE

Requirements document and the Māori medium Te Whare o Rongotauira ITE Requirements document indicate what Providers need to supply as documentary evidence and Providers should utilise their Lead Advisor to serve as a vital guide in 'unpacking' this document fully.

Over time and with the experience of multiple panels, the Council has understood from Providers which Requirements are easily understood, and which Requirements have been more challenging to negotiate. Council Lead Advisors are the best source for clarification if Providers remain unclear.

Please note that a Provider's *early* contact with the Council will be through their 'Provider' Lead Advisor but as the actual panel date approaches, this 'Provider' Lead Advisor will hand over to a Council Lead Advisor colleague – this role is known as the 'Panel' Lead Advisor. This arrangement avoids potential conflict-of-interest issues and will keep all parties safe. The Panel Lead Advisor will be your key contact for last minute panel planning, and the panel itself. The Panel Lead Advisor is not a member of the panel, so will not enter into recommendation discussions; however, they can guide and support the Chair when necessary, particularly on requirement information. The Panel Lead Advisor synthesizes the panel discussions and outcomes into a panel report.

Following the conclusion of the panel, and as the programme goes into delivery, the original Lead Advisor *reassumes* responsibility as key liaison with that Provider.

Weeks to Panel (approx.)	Panel Milestones	Council Support to Provider
(open)	Provider co-designs programme with professional partners and completes all internal quality assurance procedures.	Lead Advisor
12 weeks to panel	Provider submits approval documentation to Council (and NZQA where appropriate).	Through ITE Portal (or ITE Advisor)
11 weeks to panel	Council completes desktop evaluation of submitted documentation.	
10 weeks to panel	(If necessary) Council supplies a Request for Information (RFI) seeking further information within 20 working days.	(Lead Advisor can assist)
6 weeks to panel	Council signals RFI response is sufficient and confirms panel date. Panel members and Chair provided with clean and most recent version of all documentation, and feedback provided to Chair and Council (and NZQA where appropriate).	Lead Advisor/ITE Advisor
5 weeks to panel	(Lead Advisor 'hands over' to Panel Lead Advisor) Travel/accommodation is organised by Council admin staff.	

Weeks to Panel (approx.)	Panel Milestones	Council Support to Provider
2 weeks to panel	Detailed panel planning is completed, including panel agenda/panel timing.	Panel Lead Advisor (ITE Advisor)
0	Panel begins.	Panel Lead Advisor

Document submission

ITE Panel Documentation Guide 2022

Background:
- Once documentation is prepared, it should be submitted through the ITE Provider portal https://iteportal.teachingcouncil.nz/s/, and also the NZQA portal if co-approved by NZQA. Please consult the guide to the ITE portal in the Council's Provider Guide – also outlined later in this document.
- Document submission must precede the anticipated panel date by a minimum of 12 weeks. All NZQA programmes being panelled in 2022 for 2023 delivery must have documents submitted by 31 July 2022 at latest.

Each Provider has prerogative to write programme documentation in a style that suits their distinct context, *but the below guides will optimise readability for the Council, Chair, and panellists (and NZQA, for NZQA co-approved programmes)*:

Guidelines/Suggestions:

1. Submitting multiple programmes via a single document is permissible, but the document *should be explicit* where divergences occur between different programmes. For example, if four programmes all share the same Conceptual Framework, that framework can be referenced on multiple opportunities, rather than included four times.

2. Write in an economic/concise style which meets the needs of the bullet points indicated in the ITE Requirements, "The Council will want to see in Provider documentation:". Detailed elaboration on those documented points can be discussed at the panel itself.

3. The Council Requirements often converge with each other in multiple ways, but documentation must be clear about the *key places* where details on the different Requirements can be found. (eg., 1.1, 1.2, 1.3, 2.1...).

Te Whare o Rongotauira provides a pattern for conversation guided by the philosophical constructs of the whare. Documentation must be clear about the wāhanga of the whare and where the different mātāpono arotake can be found, for example, Mauri - Mātāpono Kaupapa, Mātāpono Whanaungatanga, Mātāpono Ako/Aro, Ngā Heke - Mātāpono Kaupapa).

4. If the provider documentation has been primarily formatted for NZQA, a clear index must be presented which indicates where each Council Requirement is also addressed.

5. Submit using a *limited* number of digital files. For example, the main body of the application may be a single digital file, and another file (or multiple files) for the appendices.

6. *Use short file names* which effectively describe the document to Council and NZQA staff. Problems have occurred when long file names have prevented readers from opening digital files.

7. Please give thought to many panellists who may wish to print a hard copy. Multiple hyperlinks in a document make printing a frustrating and complex experience for readers.

8. Proof-read all documentation comprehensively for typographic and grammar errors.– Errors can influence the perception of programme quality for readers. Hiring an external proof-reader may be beneficial.

9. If a digital and a hard copy are provided to the panel and the Chair, the documents must be identical and have the version number visible to ensure consistency for discussions.

10. All documents (including appendices) should have page numbers. For the benefit of readers who are using a printed hard-copy, it is recommended that the document footers should also include the name of the document.

It is strongly advised that the documentation needs of each panel should be discussed with your Council Lead Advisor at the earliest possible opportunity.

Clear labelling of main contents page

Ensure the contents page clearly lays out the links between documents, headings and their page numbers, so that:
- It is clear where to find the appendices.
- Each part of the appendix has its own heading in the main contents, and labels which page number it starts on.

For example:

Contents

Confidentiality of Documentation

All information and material provided to the Teaching Council | Matatū in respect of any ITE programme approval application remains the intellectual property of the ITE Provider. This material will be protected from unauthorised use or disclosure. The Teaching Council ensures all necessary steps are taken to keep this material secure and protected from unauthorised disclosure or use by other parties.

Any documentation and information provided to the Teaching Council in respect of the ITE programme approval will not be shared for any purposes other than those for which it was collected.

This includes authorised Teaching Council | Matatū staff and the confirmed panel involved in this approval.

Any person providing services to the Teaching Council, including employees, contractors, panel members, and chairs, are required to sign a Confidentiality Agreement prior to undertaking any work on behalf of the Teaching Council. In addition to this agreement, our ITE Member and Chair Agreements also outline the expectations and obligations of our panel members and chairs with respect to confidential information and materials.

Pre-panel expectations

The Council has a 'no surprises' approach to panels. This dictates that any concerns held about a programme approval application going to panel will be shared transparently with the Provider at the earliest appropriate opportunity. The broad panel agenda is effectively governed and signalled by the ITE Requirements. Providers should consult for each Requirement the section titled, "The approval panel will particularly want to test:", and associated bullet points.

In the Māori medium space, the wāhanga o te whare o Rongotauira cultivate the development of the panel agenda.

The desktop analysis of submitted documentation and resultant Request for Information (RFI) will signal to the Provider the areas of the programme where key questions may exist. Outside of that, the Council Lead Advisor will notify the Provider if there are any areas of the Requirements that were particularly unclear to the Chair/panellists and will need particular emphasis at the panel.

Questions relating to pre-panel expectation should be discussed with your Lead Advisor.

Panel costs

Providers are understandably keen to be provided a forecast of the expenses related to running a panel. Totals can be forecast, and a table below shows a summary of the costing structure related to panels. As the table shows, it is the cost of financially compensating salaries that is the greatest cost, and not flights or accommodation (which are sometimes more obvious).

The full guide on panel expenses can be found in Appendix One – Panel Costs.

Daily Panel Fee

The length of the panel will reflect the number of qualifications and endorsements that the Provider is asking the panel to consider. Single qualification/endorsement programmes may possibly be able to be panelled within 1.5 days, whereas multi-qualification/endorsements will require two or possibly more days. Online panels tend to take longer. Panel events are a considerable investment for Providers; therefore, the Teaching Council plans these to be as cost effective as possible. The design and processes of the panels are to ensure that providers are not financially burdened.

Providers will be invoiced by the Council for all expenses as soon as possible after panel.

For further detail on panel expenses, please consult Appendix One – Panel Costs.

Expenses of panel should be discussed with your Lead Advisor.

Pre-panel site preparation for Face-to-Face panels

For an onsite panel to proceed smoothly, preparations will need to be made by the Provider, principally as follows:

Key Administration Contact: A key provider staff member will need to be designated as the admin organiser leading into the panel week, and during the panel week. This person needs to be contactable by the Council Panel Lead Advisor by mobile phone for the duration of the panel.

Key IT Liaison: An IT liaison needs to be available during the panel to run Powerpoints, administer online Zoom sessions including breakout spaces, and resolve any technical issues during the panel. This person also needs to be contactable for the duration of the panel. Please ensure this person's contact details are available to the Panel Lead Advisor two weeks before the panel, for contact to be made by the Lead Advisor prior to the panel.

Rooming: A room will need to be booked for the duration of the panel event that is sufficient for all numbers of participants – the session involving 'partners' will be the test of room size. The agenda may also call for 'breakout rooms' for the partners session

Connectivity: All panellists will need guest Wi-Fi. Please widely publicise the username/password details – it is recommended to include it on the agenda.

Power: All panellists will have devices requiring charging. Please supply sufficient power outlets and extension cords for this purpose.

Meals: Morning tea/afternoon tea and lunches are required onsite. The Council will inform the provider if any panellists have dietary requirements. An onsite evening meal is also required for the day that panellists arrive on. Where the panel are eating off-site, panellists will cover the cost of any alcoholic drinks consumed.

Accommodation: The Provider will be asked for recommendations on appropriate and cost-effective accommodation for the panel, but the Council will make the booking and make the initial payment.

Welcome: As tangata whenua for their site, the Provider sets the kawa for the ceremonial welcome,

usually in the form of a brief mihi whakatau. The arrangement for the mihi whakatau should be communicated to the Council via the Panel Lead Advisor in advance of the panel so that the panel are suitably prepared with speakers, etc.

Session Participants: Please supply to the Council a list of names/roles for Provider staff and partners who will be speaking/attending during the panel. These names will be used to prepopulate the agenda.

Pre-panel site preparation should be discussed with your Lead Advisor.

Panel composition

Panel members for your particular panel have been selected by the Council (and approved by the Provider) for the match between their skills/experience/background and the representation required for the particular programmes in question.

As described earlier, at an early stage of panel planning, Providers will be supplied a draft list of proposed panel members, with an accompanying set of brief professional biographies. This list will include the proposed independent Chair. Providers should feel free to challenge inclusion of any proposed panellist or the proposed Chair for any reason. The Council will supply alternative names until a mutually agreed panel is settled upon.

Teaching Council panels generally comprise at least six people, including representation from the teaching and ITE sectors; Māori and Pasifika representation; curriculum, inclusive education, and assessment expertise; and an independent Chair.

- The independent Chair has recognised expertise and/or experience in successfully bringing Council ITE panels to clear and meaningful outcomes. The Chair has ultimate responsibility for guiding the panel towards an outcome/recommendation on the final day.
- All panels will be supported by the Panel Lead Advisor who supports the Chair, panel, and Provider with expertise surrounding the ITE Requirements. As such, the Council Lead Advisor is *with* the panel in a supporting role, rather than *in* the panel as a contributor.
- Note taking, including capturing the main points of discussion, is a vital mechanism towards construction of an accurate panel report. Larger panels may require the specialist support of the Council ITE Advisor, who will serve as note-taker and assist the Panel Lead Advisor to synthesize and write the panel report.
- Applications for programmes that involve NZQA approval will include NZQA Senior Evaluators. Where NZQA Providers are planning to apply for a programme that requires Teaching Council approval, they must approach NZQA to discuss panel requirements prior to making an application.

Panel Training: All panellists have received training from the Council in how to operate optimally at panels under the new Requirements. This training includes emphasis in evaluative questioning styles that promote expansive professional discussion.

Whether in accordance with CUAP or NZQA, in all panels the panel operates as one and is collectively responsible for all matters contained in the panel's report, including conditions and recommendations. Please consult Appendix Three for the role descriptions of each panellist.

For questions relating to panel composition, please consult your Lead Advisor.

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The panel event – a snapshot

Upon arrival or prior to the commencement of the panel: For some panels, the agenda dictates that the Chair will run a pre-panel 'panel only' meeting prior to the start of the panel. Some panels may hold this hui in the morning before panel starts. The purpose of the 'panel only' event is for:

- manaakitanga and whanaungatanga, panellists getting to know each other
- expressing any perceived conflicts of interest
- establishing focus of questions and reiterating the focus of the panel
- keeping focus that the programme(s) enables graduating teachers to meet the *Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga* and the expectations of the *Code of Professional Responsibility | Ngā Tikanga Matatika o te Haepapa Ngaiotanga*.

During the Panel: At scheduled intervals in the agenda, the Chair will check with the panellists alone on any identified concerns that have arisen during discussion, so that the Chair and Panel Lead Advisor can relay that feedback to the Provider. The Provider will be given opportunity to give response to those identified issues during scheduled 'call-back' slots in the agenda.

If during the panel's deliberations it concludes that the programme in question may not be approved, the panel must still complete the agenda and visit in its entirety.

Verbal Feedback: At the end of the visit, the Chair, in the presence of the panel, will present an oral account to the Provider as to whether the Panel will recommend approval of the programme(s), to the Council, or not. If the Panel intend to recommend approval, they may also name recommendations of 'conditions' or 'suggestions' also that accompany that approval recommendation.

Note Taking and capturing main points: For most panels, the Panel Lead Advisor will take notes on behalf of the panel. For larger panels, the Council ITE Advisor will serve in the note-taker role. Providers may also wish to make their own notes.

Panel agenda

The agenda is customised to reflect the needs of the panel, such as the number of qualifications and endorsements that the Provider is asking the panel to consider. Through this agreed agenda, the panel investigates a range of pertinent aspects of the programme in relation to the Requirements, Code and Standards, Assessment framework and Partnerships.

In keeping with the emphasis on panels as avenue for evaluative professional discussions, the agenda will be grouped in agreed 'discussion areas', rather than moving through the ITE Requirements in turn. These discussion areas will reflect the specific needs of NZQA co-approved programmes.

For example, in a CUAP co-approved programme, a discussion area for 'Programme structure and coherence design process' would cover Requirements 2.3, 2.4, 3.1, and 3.2 in English medium and Mauri (p.19 Te Whare o Rongotauira) in Māori medium. This would occupy approximately 1.5 hours. That same discussion in an NZQA co-approved programme would also simultaneously cover NZQA criteria 1, 2, and 3.

The agenda will reflect a series of scheduled meetings with appropriate members of the Provider's senior leadership, programme development team, tutors and support staff, existing students (if appropriate), and a range of external key stakeholders. Sufficient timing will be included in the agenda for aspects such breaks/meals, 'check-in' times between Provider lead, Chair, and Council Lead Advisor, and possible 'call-back' times when the panel can seek additional clarification on particular issues.

It is critical that the panel runs on time and is 'sharp' and focussed. While the opportunity for extended conversations may present themselves as part of the proceedings, it is vital that the Chair, Provider, and panel keep to the agreed agenda.

The agenda needs of each panel should be discussed with your Lead Advisor.

Preparation for agenda sessions

There is no simple guide for Providers to be prepared for panel but there are considerations to be aware of, as follows:

- The panel will prefer to observe a Provider-wide understanding of the programmes in question. Having a *range* of staff able to speak on a range of programme topics is useful, whereverpossible.
- Organise zero (or a minimum of) 'presentations' (PowerPoint or otherwise). The Chair may invite your team to make a very brief (5 minute) presentation to open an agenda session, but presentations beyond this length erode the time available for the more important two-way discussions.
- Unless agreed otherwise with the Panel Lead Advisor, it is not likely that the panel will request extra documentation during panel sessions. Any additional requests for information will be recorded and a copy provided for Teaching Council/NZQA records.

Managing multiple needs in panel: The panel is an event where multiple needs must be accommodated, and compromises must inevitably be accepted. The Provider has the entitlement to 'tell their story', and may be looking forward to a 'professional conversation' about their programme(s),yet this must be balanced against the regulatory obligations upon the panel. Following their pre-panel reading and from discussion in panel, the panel will likely hold questions against particular Requirements, and it is imperative that these issues also gain coverage during the agenda. Providers are asked to accept this delicate balance as being ultimately in their best interests towards achieving programme approval.

If Providers have concerns about the pace of the panel, or any perceived limitations being imposed upon the Provider by the panel, they should raise these concerns at any early stage of the panel, with the Panel Chair.

It can take a while for the Provider and the panel to form a shared understanding during early stages of the panel process, and particularly at the mid-point of the panel proceedings. Experience has shown that the focus on assessment and partnership in the last day of the proceedings tends to pull the whole 'story' together towards coherency.

Panel recommendation (refer English medium Requirement 8.4 p.58 and 8.6 p.59; Māori Medium Requirement 9.2.2 p.33 and p.34 Te Whare o Rongotauira)

Any concerns held about a programme approval application during panel will be shared transparently with the Provider as soon as that concern is recognised. This means that any verbal outcome on the final panel day should be predictable to some extent.

The panel are responsible for evaluating a programme's capacity to enable graduating teachers to understand the expectations of the *Code of Professional Responsibility | Ngā Tikanga Matatika* and meet the *Standards for the Teaching Profession | Ngā Paerewa* (in a supported environment). Thereafter, the panel are responsible for providing a written recommendation to the Council Chief Executive regarding that evaluation, in the form of a written report.

Under Part Two of the English medium ITE Requirements (8.4 Panel Recommendation, p.58) and Māori Medium Requirements, Te Whare o Rongotauira (9.2.2 Panel Recommendation p.33 and p.34) the panel recommends to the Teaching Council Chief Executive whether the programme/s should be:

- approved
- approved with conditions/recommendations
- or not approved.

The panel may impose a condition on the approval that is specific to the programme or a class of programmes, with a date set for the condition to be met with accompanying evidence. This date may either be prior to programme delivery, or, in rare cases, once delivery has begun. Providers thereafter supply evidence to the condition being met and thereafter two panel representatives under the guidance of the Panel Lead Advisor review the Provider evidence and pass evaluation to the Teaching Council if the condition has been met. The panel may also make suggestions to the Provider that would enhance the quality of the programme but there is no onus on the Provider to meet these suggestions.

For NZQA co-approved programmes, Council approval is requisite that all NZQA processes have been successfully attended to. Likewise for University Providers, Council approval is requisite that CUAP processes have been met.

Please note that the Council and NZQA use terminology differently. Please refer to Appendix Four for a summary of descriptors that each body uses in panel outcomes.

For more information about panel outcomes, please consult your Lead Advisor.

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Steps following a panel

Although each panel is unique, there are some predictable milestones following each panel. These are outlined in the table below.

Weeks Following Panel (approx.)	Panel Milestones	Council Support to Provider
2	Panel report is drafted	
3	Panel report is taken through internal review	
4	Draft report submitted to Chair for review	
4	Draft report submitted to Provider for checking	ITE Advisor
(Timeframe for conditions to be determined by agreement between panel and Provider)	If conditions are attached to an approval, Providers address the associated issues and present evidence (some panel members will be asked to give judgement on the Providers work against the conditions)	Lead Advisor
6	Finalised report distributed to Provider, Chair and panellists	
	Provider-confirmed report sent to Teaching Council Chief Executive (and NZQA). Final decision by Council approval/non approval letter. NZQA or CUAP informed	Chief Executive
6+	Provider will be invoiced expenses once all invoices are received from panel members and chair,	ITE Advisor

For more information about steps following a panel, please consult your Lead Advisor.

Appendices

Appendix One – Panel costs

Daily Panel Fee

The panel participation fee is charged based on the number of panel days. As well providing compensation for time spent in panel, this fee covers all reasonable/expected panel associated work/responsibilities carried out outside of the panel days, including but not limited to:

Chair: Pre-panel review of documentation, assistance in development of agenda/panel structure, post-panel report content review and feedback.

Note: In addition to the daily panel fee, Chairs may, at their discretion, charge up to a maximum of:

$960 per panel. This is for work that falls either outside of the general scope of their role or where additional complexity/complications mean they are unable to complete their role within standard/expected timeframes.

Chair Fee (First and second days of panel)	$1,920 per panel day, $960 per panel half-day
Chair Fee (Third day onwards)	$1,440 per panel day, $720 per panel half-
day Additional Chair Allowance	Up to $960 per panel

Panel Member: Pre-panel review of documentation, pre-panel evaluation of documentation, post-panel feedback

Fee per Panel Member	$960 per panel day, $480 per panel half-day

Teaching Council: Pre-panel review of documentation, peer-review of documentation, establishment and review of RFIs, communication with Panel, communication with Provider, development of agenda, report preparation/peer review, finalisation of approval status.

Note: An additional fee is incurred for a Teaching Council Report Writer for panels that are additionally complex and/or are reviewing more than three programmes.

Teaching Council Lead Advisor Fee	$1,360 per panel day, $680 per panel half-day
Teaching Council Report Writer Fee	$560 per panel day, $280 per panel half-day (if required)

NZQA (where relevant): If this is a joint Teaching Council/NZQA panel, NZQA will invoice their own fee separately. Please contact your NZQA representative with any questions regarding this cost.

Pre-panel Activity Fee

This is a fixed fee to cover the panel for up to a half-day for any pre-panel activities, including, but not limited to, a pre-panel hui with the Chair, Zoom set-up/check with Provider/Chair (if online), pōwhiri and/or any other activity/hui/event that the panel is required to attend prior to commencement of the panel. This takes into consideration any attendance required the afternoon/evening prior to the first panel day.

Chair Fee	$480 fixed fee per panel
Fee per Panel Member	$320 fixed fee per panel

Condition Fee

Where the panel makes a recommendation to the Council for Approval with Condition/s, representatives from the panel will be requested by the Council to review any response from the Provider to this condition following the panel, and advise as to whether the panel is satisfied this response satisfies the condition/s.

Generally, two panel members will be requested to carry out this review for a standard condition; however, up to four members may be requested where there are multiple/complex conditions arising from a panel. This fee will not be charged if the panel and Council do not impose conditions on the approval.

- *Fee per Panel Member*   *$320 fixed fee per panel*

Expenses

Every effort will be made to ensure that panel associated expenses are cost effective. The provider will be required to reimburse all actual and reasonable expenses incurred in provision of services related to panel attendance. Expenses include, but are not limited to:

- Travel

- Accommodation

- Other, including meals, parking, printing of documentation, and private car use @ 79c per km.

Additional Fees

All ITE Programme Approval Panels incur a fixed administration fee:

- *Administration Fee*   *$60 fixed fee per panel*

Should any additional meetings or follow up work be required of Panel Chairs or Members outside of the panel days, this will be charged at the following rates:

- *Chair Fee*   *$120 per hour*

- *Member Fee*   *$80 per hour*

Please note the following regarding the above costs:

- For the purpose of invoicing under this Agreement a day is more than 4 hours of participation on a panel. A half-day is 4 hours or less of participation on a panel.

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- All rates are GST exclusive.

In 2021, a fixed fee structure was implemented for programme approval panels. This replaced the existing hourly fee structure. The inflated costs take account of the work involved in preparing for the panel.

Notes: Where there are multiple qualifications, negotiate a two panel approach with the Provider, and consider aspects such as endorsements and combinations of one year and three year programmes.

Where it is a face to face panel travel, accommodation and food will be paid by the Provider.

*There is considerable extra work for the chair to ensure all qualifications/programmes/endorsements are considered in the pre-panel planning and in the panel progress and outcome.

** The work in a joint panel is for the chair to negotiate, consider, and work with two sets of requirements and do the appropriate check in with the NZQA Evaluator and the Teaching Council Advisor.

Fees for programme withdrawal following submission

In the case where an ITE Provider has submitted an ITE programme and its documentation to the Teaching Council to be considered for panel, and has withdrawn the programme(s) prior to or during a panel taking place, an ITE Provider is liable for any preparation and analysis costs incurred to the Teaching Council. This will be discussed with your Lead Advisor.

Contract owners

1. Contracts for Ministry of Education-based employees need to made with the centre or school to allow for schools and centres to cover relief costs. An invoice needs to be sent from the school or centre and relief costs paid. The school or centre is then able to pay the panellist any excess funds by negotiation.
2. Panellists are all employed on the Teaching Council panel contract, on an 'as needed' basis. Panellists' payment is aligned with the above guide to costs.
3. Panellists who work for other organisations/ITE Providers will need to discuss how this is arranged with their employer.

Approval panel processes

1. Approval Lead Advisors will advise the Provider of the approximate cost of the panel in terms of the fixed costs related to the number of pre-panel and panel days. Reimbursement costs will be additional to personnel costs if it is a face to face panel.

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Appendix Two – Document submission using ITE portal

New Programme Application

Guide to Submitting a New Programme Application Using the ITE Provider Portal

https://iteportal.teachingcouncil.nz/s/
An ITE Portal account is needed to access the Portal. Please email iteadmin@teachingcouncil.nz to get this set up if you do not yet have a Portal account.
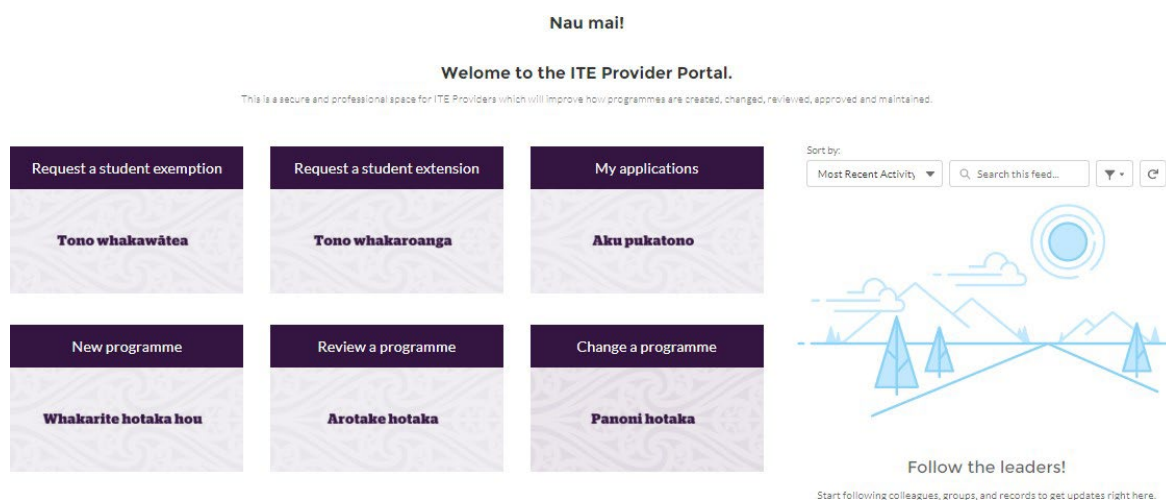
Go to New programme - Create Application. A New Case will be created.

Programme Information
Fill in all information relating to the proposed programme. Please do not fill in Qualification - Leave as None.

Contact Information
Application Primary Contact is the person who is making the application. Please provide an email address and phone number in the *Contact details*. *Contact role* is your role within your organisation.

System Information
Search for your Contact Name and fill in. Please do not click application is ready to submit until you have uploaded your programme documents. Click Save. Case created.

Upload Evidence
Click on Upload Evidence to upload all programme documents. Provide titles for each document you upload and a short description, Ee.g.,
Title: TC copy of Programme Document - Graduate Diploma Secondary Teaching
Description: Application document with appendices included.

Programme documents should now be loaded under Evidence & Documents.

Click This application is ready to submit, located at the bottom of the screen. Press Save. Your application has now been submitted to the Teaching Council for review. Click out of the case.

Navigate back to Home and then navigate to My applications. From here you will be able to see the case you have started. The Status of this case will change as the Teaching Council begins to process the application.

Appendix Three - Roles of each panellist

Chair's responsibilities

The Chair has a duty to make sure the panel process has integrity. In this regard, the Chair must act impartially and independently to ensure that the business of the panel is conducted in a proper, fair, and efficient manner, and that all parties are given the opportunity to fully participate. Therefore, the Chair will regulate the course of the meetings to keep proceedings relevant, focused, and conducted in a timely manner.

The Chair is responsible for the conduct of meetings to ensure that proceedings are properly and duly conducted.

The role of the Chair includes:

- agreeing an agenda for the visit with the Provider/s, including the pre-panel meeting on the evening before
- in conjunction with the panel, arranging the conduct of each meeting, the relevant questions, and the person to raise these questions during the panel
- directing and leading the panel process, including presenting questions, ensuring that the timing of the agenda is adhered to, that the proceedings are fair and equitable; and coordinating panel times and any call-backs
- ensuring the visit is completed in its entirety prior to the panel making its decisions
- requiring that any requests for further information which arise during the visit are made to the Provider through the panel Chair only
- reporting back to the Provider during and at the end of the panel visit process
- providing feedback and fact checking the draft report.

Ngaio

The role of the Ngaio is to ensure that all relevant sections of the requirements pertaining to kaupapa Māori, te reo and tikanga Māori are clearly documented and articulated. This includes:

- the extent to which the conceptual framework promotes and supports Māori student success through curriculum design and assessment methodology
- specific references to the needs and interests of diverse learners in a range of settings
- a Te Tiriti o Waitangi partnership lens
- leading set questions from the panel around diverse kaupapa Māori realities. This considers the knowledge, skills, attitudes and values from diverse Māori realities, including iwi aspirations and voice.

- assisting the Chair where necessary. This includes, but is not limited to, providing advice pertaining to the Treaty of Waitangi, kaupapa Māori, synergies of the context and iwi partners, to lead and guide panel sessions if requested by the Chair, deliver mihi, karakia, and/or provide translations between te reo Māori and English.
- providing feedback on the draft report.

The Ngaio will also have an interest in provider relationships and partnerships with iwi and key stakeholders who have a vested interest in the programme and a well-defined graduate profile.

Sui Pasefika

The role of the Sui Pasefika closely aligns to the expectations for the role of the Ngaio. There will be a specific focus on the extent to which the programme caters for and promotes the cultural, educational, social and wellbeing aspirations for Pacific students, families and community. The Sui Pasefika role will include:

- ensuring that the conceptual framework promotes and supports Pacific student success
- recognising that the needs and interests of diverse learners in a range of settings are reflected
- determining how the programme will support Pacific students to understand and articulate the significance of Te Tiriti o Waitangi in Aotearoa
- leading set questions from the panel around expectations and aspirations for Pacific learners in early childhood and schooling
- assisting the Chair where necessary by providing advice and support towards the understanding of concepts relating to Sui Pasefika and lead and guide panel sessions where required.
- providing feedback on the draft report

The Sui Pasefika will also have an interest in the effectiveness of provider relationships and partnerships with its various Pacific communities, families and organisations.

NZQA Representative (this applies to Degree applications from Polytechnics, Wānanga, Private Training Provider programme application)

The NZQA evaluator is present to ensure that the gazetted criteria are adhered to.

The NZQA evaluator will have collated the preliminary evaluation and requested any further NZQA-related information from the Provider prior to forming the panel.

The role of the NZQA representative on the panel is:

- to ensure that the gazetted criteria as documented in the Rules and Guidelines are adhered to and that the panel process is followed correctly
- to compile appropriate notation

- to receive and coordinate the responses to the draft report from the Provider and produce a final report
- to provide guidance to the panel, making notes and presenting questions (if necessary) during the panel
- progress the application to conclusion and finalise the report.

Teaching Council representatives

The Panel Lead Advisor will provide secretarial services and organisation for the panel and Chair.

- liaise with Providers
- provide advice to the Chair and panel on requirements
- synthesize panel discussions and produce the panel report
- contracts for panellists.

Depending on the number of programmes being considered, there may be additional Teaching Council staff in addition to the Panel Lead Advisor. These additional staff may provide services such as note-taking and assisting with report writing.

Appendix Four – Panel outcome terminology

Options for recommendation to provider

On the last day of a combined *Teaching Council of Aotearoa NZ/NZ Qualifications Authority* (Council/NZQA) ITE panel, the panel Chair will give indication to the Provider of the recommendations that the panel will be conveying to the Chief Executive of those respective regulators.

The Council and NZQA use slightly different vocabulary and concepts for the purposes of ITE programme approval and this short guide attempts to clarify and summarise those differences.

Terminology for Use in Panels		
Terminology	Teaching Council	NZQA (for NZQA co-approved programmes)
"Approval"	"The approval panel will provide the Council with a recommendation on whether or not the application should be: • approved without conditions • approved with conditions • approved with suggestions" Consult Requirement 8.4, p.58 English Medium ITE Programme Approval Requirements; Requirement 9.3, p.34 Māori Medium Requirements, Te Whare o Rongotauira) for exact details.	If approved, the statement on the report reads: It is recommended that the Name of Degree be approved and that Name of Institution be accredited to deliver the programme from its Delivery site or sites site via blended delivery mode.
"Condition"	A mandatory improvement to the programme to meet the expectations of the ITE Programme Approval Requirements The panel may recommend a *Condition* with a timeframe that must be met either: • before the programme begins operation • at a specific period whilst the programme is in operation Consult Requirement 8.4, p.58 English Medium ITE Programme Approval Requirements; Requirement 9.4, p.34 Māori Medium Requirements, Te Whare o Rongotauira) for exact details.	

Terminology for Use in Panels		
Terminology	Teaching Council	NZQA (for NZQA co-approved programmes)
"Suggestion"	A suggestion from the panel on how the programme can be further strengthened. A suggestion is not mandatory to address and is for consideration only. Consult Requirement 8.4, p.58 English Medium ITE Programme Approval Requirements for exact details	The panel may give recommendations. These are suggestions to strengthen the programme and may be addressed by the monitor on their first NZQA visit.
"Commendation"		The panel may give commendations for outstanding part(s) of the programme or its delivery.
"Requirement"		The panel may give requirements. These must be satisfied before the application can proceed to sign off stage.