

Re-consultation —
applying additional
savings to fees and
the levy
Summary
of submissions

May, 2022



**Teaching
Council of
Aotearoa
New Zealand**

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

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EXECUTIVE SUMMARY

This document summarises the submissions received during the public consultation on the Re-consultation – applying additional savings to fees and the levy.¹ Submissions were received during the consultation period from 12 May to 25 May 2022. A total of 2,129 submissions were received.

This report focuses on summarising submissions and does not make recommendations.

Background to the consultation

During the Teaching Council's recent Consultation on Proposed Fees and Levy 18 February 2022, many submitters requested that the Teaching Council explore ways to reduce their costs further. The Teaching Council have identified further savings and has now consulted on a follow-up question of how those savings should be allocated.

Synopsis of main themes

This synopsis presents the main themes covered by submissions across both questions asked in the consultation. These themes are presented in descending order of frequency.

Concern regarding the value that the Council provides

285 submitters were concerned regarding the value the Teaching Council provided to teachers. There were concerns over some teachers not receiving any benefit from the goods, services or regulations as stipulated in the consultation document. Additionally, levels of service provision in the registration process were a concern for some.

Fee increase too high

270 submitters indicated that they felt the proposed fee increase was too high. Submitters often referred to the doubling of costs as excessive.

Reduce Teaching Council costs

256 submitters indicated that the Teaching Council should further reduce its costs. Many of these submitters wanted this further reduction to be passed on in savings to teachers.

Reduce mandatory functions, services/activities

206 submitters perceived the increase in fees and the proposed levy to be associated with the increased mandatory functions, services and activities undertaken by the Teaching Council. Some have suggested that the Teaching Council reduce these functions rather than increase the fees and add a levy.

Teachers are underpaid/undervalued

133 submitters expressed that their inability to pay the fee increase was linked to being underpaid/undervalued.

Levy too high

133 submitters indicated that they felt the proposed levy amount was too high. Submitters often referred to the doubling of costs as excessive.

¹ Teaching Council, 2022. Consultation Document: Re-consultation - applying additional savings to fees and the levy. Wellington:

Impact of high inflation on cost of living

90 submitters have indicated that the fee and the levy are proposed to be increased in line with inflation. However, teachers commonly stated that their salaries have not increased in line with inflation, and therefore, they are unable to absorb the increased cost of living and the proposed increase.

Key findings by consultation question

Consultation question

Q1. How should additional savings to the levy be shared? We have identified two possible options, but you might have other suggestions for us to consider.

30% (n=629) of submissions supported sharing a larger portion of the savings with holders of a LAT and a smaller portion with certificated teachers, so holders of a LAT pay a lower levy (option 1). 39% (n=832) of submissions supported sharing the savings equally across holders of a LAT and certificated teachers, so they pay the same levy (option 2), and 31% (n=660) of submissions preferred another option.

Q2. Detail your preferred 'other' option?

The most preferred 'other' option included:

- Reducing the fee (n=147)
- Further reducing the levy amount (n=126)
- Not increasing the fee (n=104)

Other feedback included:

- The Teaching Council should reduce its costs (n=129)
- The Teaching Council should reduce its mandatory functions, services/activities (n=87)

Q3. Do you have any other comments or feedback?

The most common other comments and feedback were:

- The fee increase is too high (n=250)
- Concerns regarding the value that the Teaching Council provides (n=220)
- The Teaching Council should reduce its costs (n=162)
- The Teaching Council should reduce its mandatory functions, services/activities (n=155)

The consultation process and submissions

The fees and levy consultation document was made available through the Teaching Council website.² Submissions were received via the Teaching Council survey interface or by email. A total of 2,129 submissions were received. Of the total 2,129 submissions received, 2,120 were received via the online survey and 9 were received via email.

² Teaching Council, 2022, <https://teachingcouncil.nz/news-advocacy/consultations/fees-and-levies-consultation/>

Teaching Council online survey interface

The consultation questions were developed by the Teaching Council. The only mandatory question in the online survey was 'Q1. How should additional savings to the levy be shared? We have identified two possible options, but you might have other suggestions for us to consider.'

The questions asked via the Teaching Council online survey interface are listed in Appendix Two.

Written submissions received via email

9 submissions were received by email. Some of these submissions indicated which consultation questions they were directly answering. These submissions were processed and analysed according to these questions. Whenever submissions did not follow a set structure, they were analysed as per the consultation questions with which they aligned.

Data analysis methodology

An online survey interface was built for the collection of submissions. The interface questions formed the framework of analysis and reporting for all submissions.

Statistical analysis

Submissions made through the online survey could select their preferences to the quantitative questions.

The analysis of responses to closed-ended questions is presented as figures and tables. Figure 1, Table 1, Table 2, Table 3 and Table 4 provide an example of how statistical data is reported for questions where submitters were given a choice of answers.

Figure 1: Example of a statistical analysis pie chart.

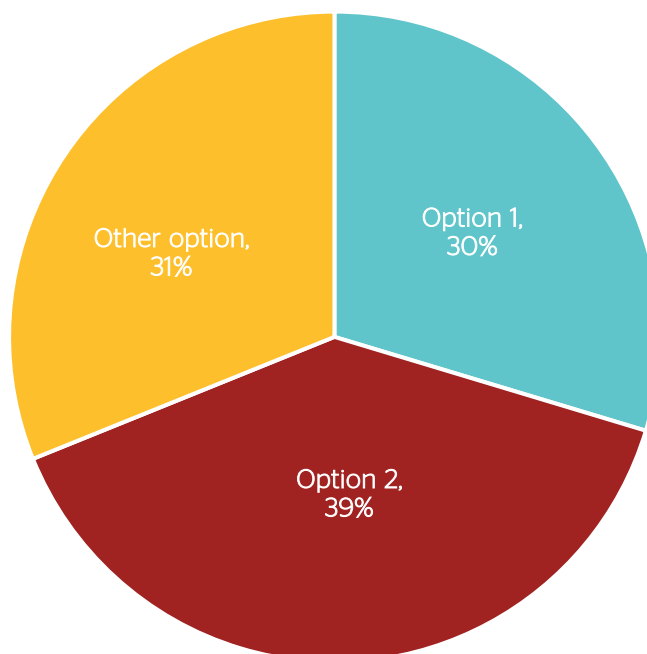


Table 1: Example of statistical analysis table showing results by sector

	Early Childhood education n = 341	Māori Medium n = 44	English medium n = 211	Primary n = 838	Intermediate n = 246	Secondary n = 802	Tertiary n = 34	Other n = 80	Total n = 2121
Option 1	26% 89	45% 20	35% 74	29% 239	31% 76	32% 259	38% 13	40% 32	30% 629
Option 2	55% 189	41% 18	35% 73	39% 328	35% 85	34% 272	35% 12	44% 35	39% 832
Other Option	18% 63	14% 6	30% 64	32% 271	35% 85	34% 271	26% 9	16% 13	31% 660

Table 2: Example of statistical analysis table showing results by professional status

	Registered but no current practising certificate n = 27	Registered and hold a current Full Practising Certificate (Category One or Category Two) n = 1823	Registered and hold a current Provisional practising certificate n = 170	Hold a current Limited Authority to Teach n = 33	Other n = 28	Total n = 2121
Option 1	26% 7	28% 508	35% 59	76% 25	39% 11	30% 629
Option 2	41% 11	40% 727	42% 72	15% 5	25% 7	39% 832
Other Option	33% 9	32% 588	23% 39	9% 3	36% 10	31% 660

Table 3: Example of statistical analysis table showing results by role

	Teacher n = 1643	Teacher Educator n = 100	Holder of a LAT n = 33	Professional Leader or Principal n = 307	Relief teacher n = 168	Peak body n = 8	Union n = 26	Other n = 91	Total n = 2121
Option 1	28% 463	31% 31	70% 23	24% 73	44% 74	25% 2	42% 11	24% 22	30% 629
Option 2	39% 647	42% 42	18% 6	46% 140	36% 61	63% 5	19% 5	38% 35	39% 832
Other Option	32% 533	27% 27	12% 4	31% 94	20% 33	13% 1	38% 10	37% 34	31% 660

Table 4: Example of statistical analysis table showing results by professional leader or principal and sector

Professional Leader or Principal									
	Early Childhood education n = 75	Māori Medium n = 14	English medium n = 43	Primary n = 146	Intermediate n = 52	Secondary n = 73	Tertiary n = 8	Other n = 20	Total n = 307
Option 1	19% 14	43% 6	30% 13	25% 37	17% 9	26% 19	25% 2	30% 6	24% 73
Option 2	57% 43	36% 5	40% 17	41% 60	46% 24	33% 24	25% 2	65% 13	46% 140
Other Option	24% 18	21% 3	30% 13	34% 49	37% 19	41% 30	50% 4	5% 1	31% 94

Thematic analysis

PublicVoice undertook the analysis of responses to open-ended interface questions. All submissions received via the online interface and in written format underwent thematic analysis, whereby themes were extracted from comments received. The foundation for the thematic analysis used by PublicVoice is the methodology developed by Braun and Clarke, 2006.³ A team of research analysts identified, analysed and interpreted patterns of meaning within the open-ended responses. Each theme was then analysed for frequency.

Table 5: Example of thematic analysis table

CATEGORY	THEME	FREQUENCY
OTHER OPTION		391
	Reduce the fee	147
	Further reduce the levy amount	126
	Do not increase fees	104
	Remove levy	71
	Share savings equally across all certificates/LATs	43
	Inflation adjusted increase acceptable	17
	Share savings among certified teachers	17
	Share savings according to differences in salaries	16
	Share savings among new teachers	13
	Do not charge LATs/charge them less	12
	Share savings among part-time teachers/LATs	10
	LATs should not receive savings/should pay more	9
	Users pay for services used	8
	Share savings among LATs	4
	Share savings among ECE teachers	3
	Life-long registration/no renewal	2
	Do not charge certified teachers	1
	Follow international best practice	1
TEACHING COUNCIL		253

³ Braun and V. Clarke (2006), 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*, 3(2), 77-101.

CATEGORY	THEME	FREQUENCY
	Reduce Teaching Council's costs	129
	Reduce mandatory functions, services/activities	87
	Concern regarding value that the Council provides	86
	Remove/disband Teaching Council	18
	Improve transparency of Teaching Council's costs	13
FEE AMOUNT		84
	Reduction in charge too small	50
	Fee increase too high	29
	Levy too high	18
	Revenue gathering	4
	Support fee increase	1

Categorisation of themes

The results from the thematic analysis were organised into top-level categories. These categories have been listed below, along with a brief description.

Fee/levy amount – captures feedback in support or opposition to the fee or levy and comments concerning the amount of both.

Other option – presents other options proposed by submitters on how the savings should be shared.

Teaching Council – contains feedback received about the Teaching Council's mandated functions, value, and expenditure.

Affordability – presents feedback received regarding the affordability of the proposed fee increase and levy for teachers. This top-level theme contains sub-themes related to the affordability of the proposed increase and levy for the different professional statuses of submitters.

Teaching Council funding – contains feedback received regarding who should fund the Teaching Council.

Consultation – presents feedback concerning the consultation.

Teacher recruitment/retention – presents feedback about the potential impact the fees increase and the proposed levy will have on teacher retention and increasing the teacher shortage.

Who did we hear from?

This section provides an overview of the submissions received.

Overview of submissions

Sector

Figure 2 and Table 6 show the sector submitters work in.

Figure 2 : Overview of submissions - Sector

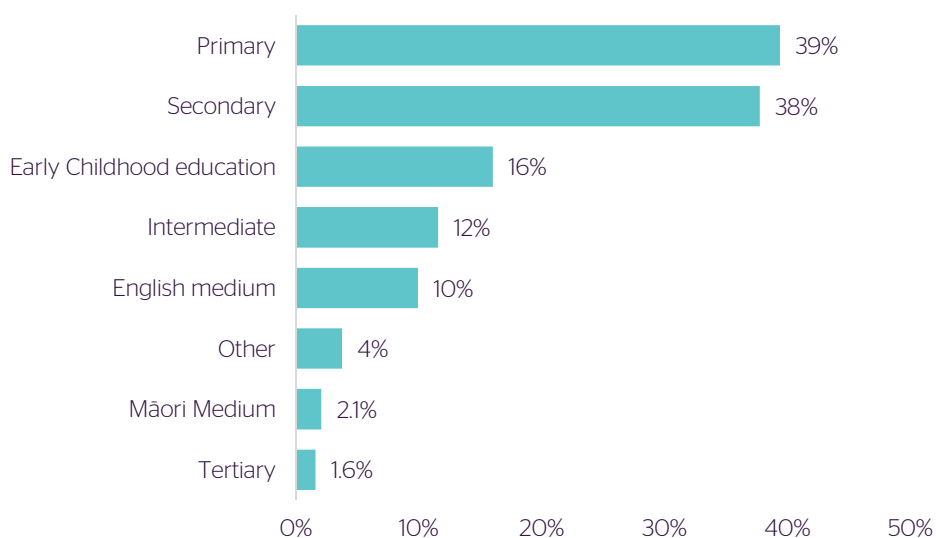


Table 6 : Overview of submissions - Sector

	Primary	Secondary	Early Childhood education	Intermediate	English medium	Other	Māori Medium	Tertiary
%	39%	38%	16%	12%	10%	4%	2.1%	1.6%
n	838	803	341	246	211	80	44	34

Professional status

Figure 3 and Table 7 show submitters' professional status.

Figure 3: Overview of submissions - Professional Status

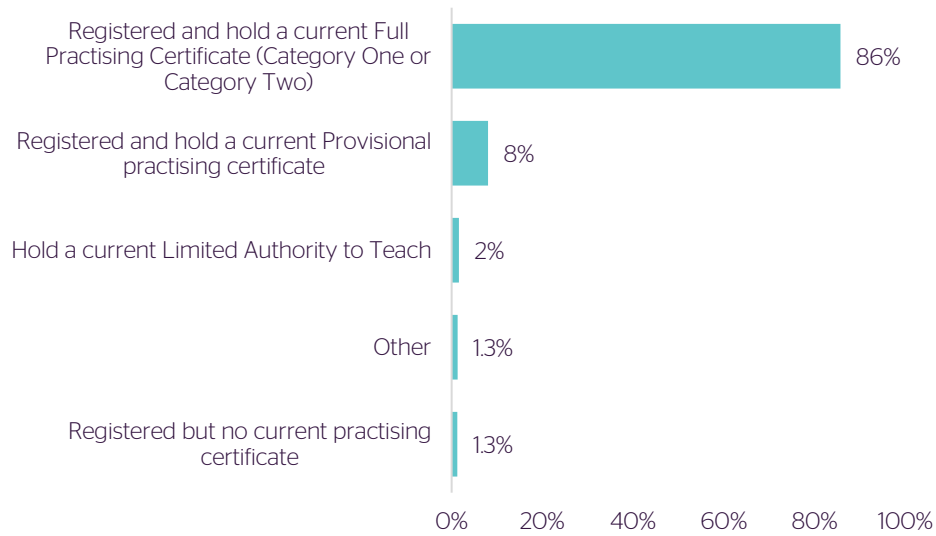


Table 7: Overview of submissions - Professional status

	Registered and hold a current Full Practising Certificate (Category One or Category Two)	Registered and hold a current Provisional practising certificate	Hold a current Limited Authority to Teach	Other	Registered but no current practising certificate
%	86%	8%	2%	1.3%	1.3%
n	1824	170	34	28	27

Role

Figure 4 and Table 8 show submitters' roles.

Figure 4 : Overview of submissions - Role

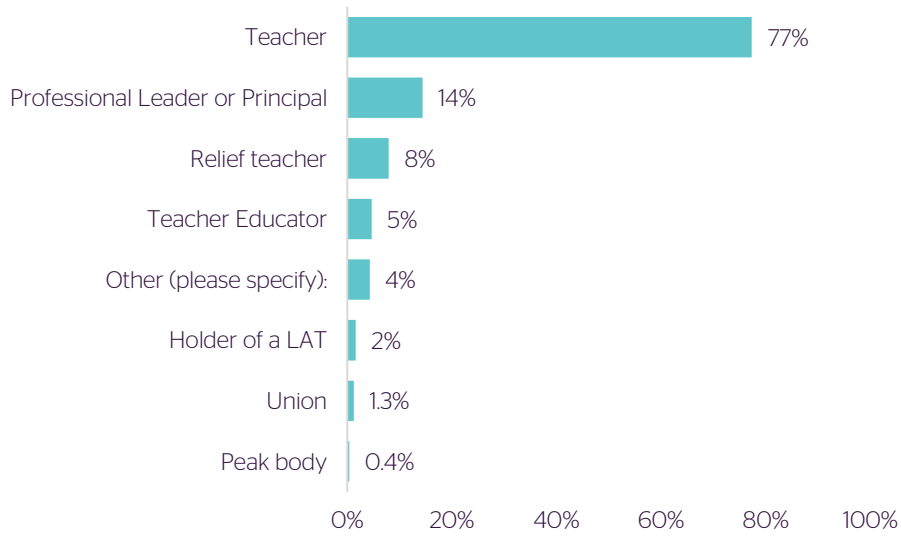


Table 8 : Overview of submissions - Role

	Teacher	Professional Leader or Principal	Relief teacher	Teacher Educator	Other (please specify):	Holder of a LAT	Representing a Union	Representing a peak body
%	77%	14%	8%	5%	4%	2%	1.3%	0.4%
n	1645	307	169	100	91	34	27	8

Detailed analysis of feedback

This section of the report provides a detailed analysis of submissions received for each consultation question.

(Q1) How should additional savings to the levy be shared? We have identified two possible options, but you might have other suggestions for us to consider:

The options were:

- Option 1: Share a larger portion of the savings with holders of a LAT, and smaller portion with certificated teachers so holders of a LAT pay a lower levy
- Option 2: Share the savings equally across holders of a LAT and certificated teachers so they pay the same levy
- Other option

Figure 5 shows the level of support for each of the options. Table 9 provides insight into the level of support for each option by sector, Table 10 by professional status, Table 11 by role, and Table 12 by professional leader or principal and sector.

30% (n=629) of submissions supported sharing a larger portion of the savings with holders of a LAT and a smaller portion with certificated teachers, so holders of a LAT pay a lower levy (option 1). 39% (n=832) of submissions supported sharing the savings equally across holders of a LAT and certificated teachers, so they pay the same levy (option 2), and 31% (n=660) of submissions preferred another option.

Figure 5 : (Q1) How should additional savings to the levy be shared?

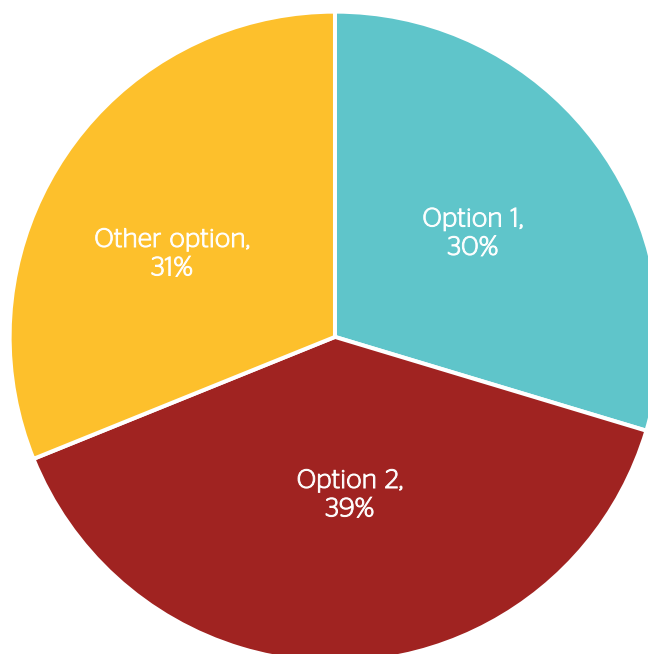


Table 9 : (Q1) How should additional savings to the levy be shared? By Sector

	Early Childhood education n = 341	Māori Medium n = 44	English medium n = 211	Primary n = 838	Intermediate n = 246	Secondary n = 802	Tertiary n = 34	Other n = 80	Total n = 2121
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Option 2	55% 189	41% 18	35% 73	39% 328	35% 85	34% 272	35% 12	44% 35	39% 832
Other Option	18% 63	14% 6	30% 64	32% 271	35% 85	34% 271	26% 9	16% 13	31% 660

Table 10 : (Q1) How should additional savings to the levy be shared? By Professional Status

	Registered but no current practising certificate n = 27	Registered and hold a current Full Practising Certificate (Category One or Category Two) n = 1823	Registered and hold a current Provisional practising certificate n = 170	Hold a current Limited Authority to Teach n = 33	Other n = 28	Total n = 2121
Option 1	26% 7	28% 508	35% 59	76% 25	39% 11	30% 629
Option 2	41% 11	40% 727	42% 72	15% 5	25% 7	39% 832
Other Option	33% 9	32% 588	23% 39	9% 3	36% 10	31% 660

Table 11 : (Q1) How should additional savings to the levy be shared? By Role

	Teacher n = 1643	Teacher Educator n = 100	Holder of a LAT n = 33	Professional Leader or Principal n = 307	Relief teacher n = 168	Peak body n = 8	Union n = 26	Other n = 91	Total n = 2121
Option 1	28% 463	31% 31	70% 23	24% 73	44% 74	25% 2	42% 11	24% 22	30% 629
Option 2	39% 647	42% 42	18% 6	46% 140	36% 61	63% 5	19% 5	38% 35	39% 832
Other Option	32% 533	27% 27	12% 4	31% 94	20% 33	13% 1	38% 10	37% 34	31% 660

Table 12 : (Q1) How should additional savings to the levy be shared? By Professional Leader or Principal and Sector

Professional Leader or Principal									
	Early Childhood education n = 75	Māori Medium n = 14	English medium n = 43	Primary n = 146	Intermediate n = 52	Secondary n = 73	Tertiary n = 8	Other n = 20	Total n = 307
Option 1	19% 14	43% 6	30% 13	25% 37	17% 9	26% 19	25% 2	30% 6	24% 73
Option 2	57% 43	36% 5	40% 17	41% 60	46% 24	33% 24	25% 2	65% 13	46% 140
Other Option	24% 18	21% 3	30% 13	34% 49	37% 19	41% 30	50% 4	5% 1	31% 94

(Q2) Detail your preferred 'other' option?

Table 13 provides a summary of submitters who preferred another option.

The most preferred 'other' option included:

- Reducing the fee (n=147)
- Further reducing the levy amount (n=126)
- Not increasing the fee (n=104)

Other feedback included:

- The Teaching Council should reduce its costs (n=129)
- The Teaching Council should reduce its mandatory functions, services/activities (n=87)

Table 13 : (Q2) Detail your preferred 'other' option

CATEGORY	THEME	FREQUENCY
OTHER OPTION		391
	Reduce the fee	147
	Further reduce the levy amount	126
	Do not increase fees	104
	Remove levy	71
	Share savings equally across all certificates/LATs	43
	Inflation adjusted increase acceptable	17
	Share savings among certified teachers	17
	Share savings according to differences in salaries	16
	Share savings among new teachers	13
	Do not charge LATs/charge them less	12
	Share savings among part-time teachers/LATs	10
	LATs should not receive savings/should pay more	9
	Users pay for services used	8
	Share savings among LATs	4
	Share savings among ECE teachers	3
	Life-long registration/no renewal	2
	Do not charge certified teachers	1
	Follow international best practice	1

CATEGORY	THEME	FREQUENCY
TEACHING COUNCIL		253
	Reduce Teaching Council's costs	129
	Reduce mandatory functions, services/activities	87
	Concern regarding value that the Council provides	86
	Remove/disband Teaching Council	18
	Improve transparency of Teaching Council's costs	13
FEE/LEVY AMOUNT		84
	Reduction in charge too small	50
	Fee increase too high	29
	Levy too high	18
	Revenue gathering	4
	Support fee increase	1
CONSULTATION		81
	General opposition to proposed options	65
	Concerns regarding consultation	15
	Not enough information	2
	Information too complex	1
TEACHING COUNCIL FUNDING		63
	Government should fund Teaching Council	31
	Teachers should not pay any fee/levy	28
	Employers should pay fees/levies	11
	Seek alternative sources of funding	4
AFFORDABILITY		61
	Teachers generally underpaid/undervalued	37
	Impact of high inflation on cost of living	14
	Part time/relief teachers earn less	7
	Teachers' salaries have not increased	5

CATEGORY	THEME	FREQUENCY
	ECE teachers earn less	4
	New teachers earn less	4
	LAT earn less	2
	Consider payment by instalments	1
TEACHER RECRUITMENT/RETENTION		14
	Fee increase/levy will worsen teacher shortage	7
	Fee increase/levy will worsen teacher retention	6
	Fee increase/levy will impact teacher wellbeing	2
	Concern with fee increases during pandemic	1

“Saving for both parties plus relievers.”

Share savings equally across all certificates

“Reduce the fees significantly for every teacher who receives a lower salary, make it pro-rata based on salary over the past year.”

Share savings according to differences in salaries

“Reduce costs to all teachers by a small amount such as option 1. Along with this add as large a reduction to the levy for new teachers as possible. They already have high costs as they enter the profession often after a period of low income as a student.”

Share savings among new teachers

“Share savings equally across PRTs and LATs.”

Share savings among part-time teachers/LATs

“Reduce fees to all teachers in ece who are not on pay parity.”

Share savings among ECE teachers

(Q3) Do you have any other comments or feedback?

Table 14 provides a summary of submitters other comments and feedback.

The most common other comments and feedback were:

- The fee increase is too high (n=250)
- Concerns regarding the value that the Teaching Council provides (n=220)
- The Teaching Council should reduce its costs (n=162)
- The Teaching Council should reduce its mandatory functions, services/activities (n=155)

Table 14 : (Q3) Do you have any other comments or feedback?

CATEGORY	THEME	FREQUENCY
FEE/LEVY AMOUNT		620
	Fee increase too high	250
	Reduction in charge too small	143
	Levy too high	117
	Opposed to fee increase	76
	General opposition to proposed options	75
	Share a larger portion of the savings with LATs	50
	Opposed to levy	47
	Reduce fees/levy	37
	Revenue gathering	27
	Share savings equally across all certificates/LATs	27
	Inflation adjusted increase acceptable	25
	Opposed to a larger portion of saving going to LAT	24
	Fee/levy should recognise differences in salaries	22
	Share savings among part-time teachers	16
	Share savings among certified teachers	8
	Distribute savings among ECE teachers	7
	Share savings among new teachers only	7
	Support smaller fee increase	4
	General support for proposed options	4
	Refund pro-rated amount when not practising	4

CATEGORY	THEME	FREQUENCY
	Overseas teachers should pay more	2
	Maintain current renewal period	1
	Overseas teachers should pay the same	1
TEACHING COUNCIL		449
	Concern regarding value that the Council provides	220
	Reduce Teaching Council's costs	162
	Reduce mandatory functions, services/activities	155
	Improve transparency of Teaching Council's costs	50
	Lobby/support/work for teachers	20
	Remove/disband Teaching Council	14
	Encourage LATs to become qualified	7
	Provide teachers with registration cards	5
AFFORDABILITY		249
	Teachers generally underpaid/undervalued	105
	Impact of high inflation on cost of living	80
	Part time/relief teachers earn less	38
	Teachers' salaries have not increased	34
	ECE teachers earn less	23
	LAT earn less	20
	New teachers earn less	16
	Teachers with families have higher costs	15
	Consider payment by instalments	10
	Auckland teachers have higher costs	4
CONSULTATION		170
	Concerns regarding consultation	140
	Not enough information	27
	Support consultation process	4

CATEGORY	THEME	FREQUENCY
	Further consultation needed	1
	Information too complex	1
TEACHER RECRUITMENT/RETENTION		118
	Fee increase/levy will worsen teacher retention	93
	Fee increase/levy will worsen teacher shortage	38
	Fee increase/levy will impact teacher wellbeing	15
	Concern with fee increases during pandemic	4
TEACHING COUNCIL FUNDING		80
	Government should fund Teaching Council	39
	Teachers should not pay any fee/levy	22
	Employers should pay fees/levies	12
	Seek alternative sources of funding	8
	Users pay for services used	8

“This allows LAT teachers some reduction at a time when we need LAT teachers and recognizes beginning teachers who earn less often have student loan debt and often need to shift a good faith reduction on behalf of all teachers.”

General support for proposed options

“The cost of living is increasing, I don't think teachers can actually afford the proposed fees. Many are stressed- feeling overworked and underpaid... Increasing the fees will just drive these teachers away. There must be other options of keeping the increase to a minimum.”

Fee increase/levy too high

“Any reduction in cost is greatly appreciated. Living on one wage, every cent counts.”

Reduce Teaching Council's costs

“The total levy and fee still make a substantial cost to teachers to keep the registration. The efforts to reduce costs are appreciated but this is still a very high cost.”

Reduction in charge too small

Appendix One: Email template for teachers

Kia ora,

We have one additional question to ask you on the further fees and levy consultation, which closes this Wednesday 25 May 2022 at 5pm. I want to thank all those who've taken the time to review the latest documents and engage with the survey.

If you have not completed the survey, we're very keen to hear from you. There are some links below which will take you to the document and a link directly to the survey form.

We're genuine in wanting your additional feedback.

Noho ora mai

Lesley

CE, Teaching Council

Appendix Two: Teaching Council online survey interface questions

2. How should additional savings to the levy be shared? We have identified two possible options, but you might have other suggestions for us to consider:
 - Option 1: Share a larger portion of the savings with holders of a LAT, and smaller portion with certificated teachers so holders of a LAT pay a lower levy
 - Option 2: Share the savings equally across holders of a LAT and certificated teachers so they pay the same levy
 - Other option
3. Detail your preferred 'other' option below.
4. Do you have any other comments or feedback?