

## Teacher Education Refresh (TER) Programme Request for Review Framework

### Introduction

The following information is provided to assist provisionally certificated teachers when considering whether to seek a review of the Teaching Council requirement that they undertake the TER programme. If you are considering requesting a review, make sure you read this document carefully. It includes

- The TER Review Framework
- A list of the documents and evidence required to support a request
- A template for your annotations explaining the relevance of each document

### Important Information

Teachers requesting a review must ensure that they:

- Put together their request in a way that can be sent electronically
- Curate evidence so that all information provided has relevance to the TER Review Framework
- Annotate all documents with a brief commentary explaining their relevance to the TER Review Framework
- Ensure all testimonials are on school/centre letterhead and signed by the professional leader

### The decision-making process

Each review will be considered by an advisory committee made up of Teaching Council staff and teaching professionals. All elements will be considered in combination; however failure to meet one element does not necessarily mean that a review will be unsuccessful. The committee will make a recommendation to the Chief Executive of the Teaching Council, who makes the final decision.

The Council will exercise its discretion when considering all requests.

### Making review applications

Review applications (with supporting evidence) should be sent to [TER@teachingcouncil.nz](mailto:TER@teachingcouncil.nz)



## Framework for considering a request for review of the requirement to complete a TER programme

Element	Explanation	Threshold
Recency of initial teacher education qualification	Generally, the more recently an approved ITE programme has been completed the greater assurance the Council can have about recency of demonstrated practice via supervised practicum in relation to the Graduating Teacher Standards.	Normally awarded within the last 7 years.
Length of time provisionally certificated	Repeated re-applications for a provisional practicing certificate show the teacher has remained within the profession but hasn't been able or willing to complete induction and mentoring process to gain a full practicing certificate.	Three practising certificates (or less) held with provisional certification.
Type of teaching completed	Generally, greater weight will be placed on extended and continuous teaching employment as the teacher has had more opportunities to demonstrate their professional knowledge and practice is up to date.	Normally at least a) four long term blocks <sup>1</sup> of teaching completed since the teacher first became provisionally registered; and b) two years of continuous regular teaching. This may include part time positions of less than 0.5 FTTE but does not include day relief.
Amount of teaching completed	As above; teaching over 0.5 will have provided more opportunities to demonstrate their professional knowledge and practice is up to date.	A teaching position of at least 0.5 FTTE <sup>2</sup> or more has been held for at least one long term block of 6-10 weeks since the teacher first became provisionally certificated.
Professional development relevant to the TER Curriculum	Demonstrates understanding of and exposure to the current education 'landscape'	Professional development has been completed in relation to at least one of the three Curriculum strands within the last 6 years.

1 One long term block is considered to be 6-10 weeks of continuous teaching (does not include regular day relief).

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



<p>A self-reflection completed by the teacher, explaining how they have made significant progress towards meeting the Standards for the Teaching Profession.</p>	<p>Provides an opportunity for the teacher to indicate, in their own words, that their professional knowledge and practice is up to date.</p>	<p>Self-reflection includes analysis of teaching and how theory has translated into practice. Includes commentary on use of student achievement data in relation to improving teaching practice.</p>
<p>Testimonial from the teacher's professional leader</p>	<p>Provides an independent voice and analysis of teacher's knowledge and practice from an experienced teacher who is currently teaching within the New Zealand general education system.</p>	<p>The professional leader can attest that the teacher's observed professional practice and knowledge demonstrates satisfactory performance against the TER Curriculum, that the teacher has made progress towards meeting the Standards for the Teaching Profession.</p> <p>Must be completed by a professional leader who employed the teacher within the last three years.</p>
<p>Evidenced advice and guidance or induction and mentoring programme</p>	<p>Provides the Council with an opportunity to give detailed advice about next steps for gaining full certification. May also form the basis for an RPL assessment by the TER provider if the review is unsuccessful.</p>	<p>May be partially or fully complete, and undertaken after the teacher was first provisionally registered.</p> <p>Evidence required will be consistent with that set out in the Registration Policy, i.e.</p> <ol style="list-style-type: none"> <li>a. Evidence informed reflection on developing professional relationships, values and knowledge informed practice (framed by the Standards for the Teaching Profession), and linking reflection to evidence of student achievement;</li> <li>b. Teaching observations;</li> <li>c. Meetings to set goals, follow up on goals previously set, review teaching observations completed by the mentor and regularly evaluate the structure and content of the induction programme;</li> <li>d. Written formative and summative feedback provided to the teacher by their mentor on progress towards meeting the Standards for the Teaching Profession;</li> <li>e. Evidence of engagement in, and reflection on professional learning and development opportunities.</li> </ol>



## List of evidence to be supplied when requesting a review of the requirement to complete the TER programme

Item	What this needs to include	Relevance to the review framework
Covering letter	<p>Full name, date of birth and certification number</p> <p>Written permission for the Council to contact the Ministry of Education payroll staff for details of teaching employment.</p>	<p>Length of time provisionally certificated</p> <p>Type of teaching completed</p> <p>Amount of teaching completed</p>
Curriculum Vitae	<p>A list of</p> <ul style="list-style-type: none"> <li>teaching employment; and</li> <li>professional development completed within the last six years.</li> </ul>	<p>Recency of initial teacher education qualification</p> <p>Type of teaching completed</p> <p>Amount of teaching completed</p> <p>Professional development relevant to the TER Curriculum</p>
A written self-reflection	<p>An analysis of the teacher's teaching commenting on</p> <ul style="list-style-type: none"> <li>how they have translated theory into their practice; and</li> <li>use of student achievement data in relation to improving teaching practice; and</li> <li>how they have made progress towards meeting the Standards for the Teaching Profession.</li> </ul>	<p>Self-reflection on progress towards meeting the Standards for the Teaching Profession - to demonstrate professional knowledge and practice is up to date</p>
A testimonial from one or more professional leaders who have employed the teacher within the previous three years	<p>The professional leader will need to provide commentary and describe evidence they have seen to indicate that</p> <ul style="list-style-type: none"> <li>the teacher's observed professional practice and knowledge demonstrates satisfactory performance against the TER Curriculum; and</li> <li>the teacher has made progress towards meeting the Standards for the Teaching Profession.</li> </ul> <p>The testimonial/s must be on school/centre letterhead and be signed by the professional leader</p>	<p>Testimonial from professional leader – to provide an independent analysis of professional knowledge and practice from an experienced teacher who is currently teaching within the general education system</p>



Evidence of an induction and mentoring programme supervised by a fully certificated teacher (if applicable)

- Evidence informed reflection on developing professional relationships, values and knowledge informed practice (framed by the Standards for the Teaching Profession), and linking reflection to evidence of student achievement;
- Teaching observations;
- Meetings to set goals, follow up on goals previously set, review teaching observations completed by the mentor and regularly evaluate the structure and content of the induction programme;
- Written formative and summative feedback provided to the teacher by their mentor on progress towards meeting the Standards for the Teaching Profession;
- Evidence of engagement in, and reflection on professional learning and development opportunities.

Evidenced induction and mentoring – to provide the Council with an opportunity to advise about the next steps to gain full registration



## Annotation of document provided in relation to TER Review Framework

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Document title:

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**TER Review Framework element**

Please state which element of the Framework this document relates to

**Explanation of how the document supports that element of the Review Framework**

Please provide a brief explanation of how the document is relevant to the Review Framework

