

PPTA

NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

TE WEHENGARUA

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Itinerant Teachers of Music

**Guidelines for school leaders,
HODs of Music and ITMs**

These guidelines have been prepared by PPTA to assist schools and ITMs themselves to work their way through a range of issues:

- Being issued with and maintaining a full practising certificate as a teacher
- Gaining a Limited Authority to Teach
- Attestation
- Professional growth
- Employment, e.g., advertising, letters of appointment, collective agreement coverage, etc.

PPTA acknowledges that this guideline is the result of collaboration with a number of committed HODs and ITMs.

Abbreviations

STCA:	Secondary Teachers' Collective Agreement
ASTCA:	Area School Teachers' Collective Agreement
ITM:	Itinerant Teacher of Music
IVT:	Instrumental and Vocal Tuition/Tutor
FTTE:	Full Time Teacher Equivalent
PCT:	Provisionally Certificated Teacher
PTC:	Practising Teacher Criteria
LAT:	Limited Authority to Teach

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1. Background

The Itinerant Teachers of Music (ITM) scheme in New Zealand secondary schools has a long history. The scheme began as an Orchestral Music in Schools scheme in 1945, and initially provided part-time teaching positions in individual schools. In 1962, the first permanent positions were created, with the teachers working over a group of schools.

Over the years the scheme has evolved in many ways. Some of the full-time permanent positions remain in certain areas, but now, most of the Itinerant Teachers of Music are employed in part-time positions in individual schools. ITM's often have a number of these part-time positions which together may form something approaching a full-time load but may also be only a small number of hours a week in total.

When the positions were all permanent and full-time, there was a designated base school which took responsibility for the range of issues that are covered in this guide, such as attestation, professional growth and registration. With the loss of most of these permanent positions, many ITMs now do not have the security of having a base school which takes responsibility for these matters, and they have become significantly casualised.

Furthermore, whereas once upon a time all ITMs were fully trained and qualified teachers, there are now many who are not teaching qualified (although they may be highly qualified in their specialist music area) and who are employed on Limited Authorities to Teach.

These guidelines seek to set out ways in which individual schools, and groups of schools, can ensure that ITMs are treated as the highly skilled professionals that they are.

2. Staffing for ITM positions

Every secondary school, area school and restricted composite school receives, as part of its regular staffing allowance, an allocation for Instrumental and vocal music tuition allowance, which is roll-based at 1FTTE per 1,000 Year 7-13 students.

For those schools which retain attached ITMs i.e., those listed in Schedule 5 of the Staffing Orders, there is an allocation of whole number FTTE (i.e., a number of full-time positions) of attached itinerant music teachers for instrumental and vocation music tuition. These schools also receive an ITM allowance of 0.1 FTTE per attached teacher, to a maximum of 0.4 FTTE, which is for management of the scheme. (Staffing Order Education (2022 School Staffing) Schedule 5 is attached as Appendix 1)

3. Resourcing for equipment and materials

Music performance is a resource-hungry aspect of the curriculum, but that resourcing happens through a limited pool, the school's Operations Grant. The issue of what schools can charge parents/caregivers for is often fraught in Music Departments, but the rules are clear.

The Ministry of Education issued an updated circular, 2018-01, which clarifies those rules. The general principle outlined in the circular is that schools may not demand a fee to cover the cost of either tuition or materials used in the provision of the curriculum. ITMs are funded by the government, and therefore lessons with ITMs are deemed to be part of the curriculum.

The circular clarifies what can be charged for in Itinerant Music: "It is reasonable for parents to be charged for the hire of musical instruments owned by the school and used by students outside the delivery of the music curriculum." "Outside the delivery of the music curriculum" would apply to instruments that are taken home, e.g., violins, guitars, but not instruments that remain at the school, e.g., pianos, drum kits.

Within this charge it would be reasonable to recover a share of the cost of maintenance and insurance of these take-home instruments, including new strings, reeds, etc, given that these costs are related to the fact that they are used outside the curriculum. It would **not** be reasonable, however, to charge all students doing piano a share of the cost of regular tuning or charge all students taking drum lessons a share of the cost of new drum-skins, because these instruments are not used outside the curriculum. Photocopying of music for use in ITM lessons would not be a legitimate charge either, because it is integral to the curriculum of the ITM programme.

The circular can be found at

<https://www.education.govt.nz/our-work/publications/education-circulars/latest-circulars/circular-201801/>

Travelling Allowances

ITM staff are often called on outside of normal work hours for different events and activities. Throughout the year you may be required to participate in camps, workshops, productions, concerts, assessment evenings, music tours, prize-givings etc.

If travelling for work, the reimbursement of your travelling expenses, including your meal allowance, is set out in this part of the collective agreement.

<https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/part-7-travelling-allowances/>

4. Employment

There is a wide range of employment-related issues for ITM, including advertising of positions, appointments, tenure, collective agreement coverage, leave entitlements, and status as a teaching staff member.

The overriding principle that all employers in the public service are required to abide by is one of good faith. The State Sector Act 1988: repealed, on 7 August 2020, by section 132(1) of the Public Service Act 2020 (2020 No 40) requires an employer to act as “a good employer” and to provide equal employment opportunities.

In addition, the Education Act stipulates that no-one may be employed in a teaching position unless they either hold a current practising certificate, or they have been authorised, i.e., they have been granted a Limited Authority to Teach (LAT). There is more detail about this in the section on LATs.

Advertising of vacancies

In deciding how to use its ITM staffing, a school is creating positions. That means that they are bound by the requirements of the Secondary Teachers’ Collective Agreement with respect to advertising. The positions which must be advertised in the Education Gazette at least 14 days before the closing date are the following:

- 1) Permanent full-time positions
- 2) Permanent part-time positions
- 3) Long-term relieving positions of more than one term
- 4) Fixed-term full-time positions of more than one term
- 5) Permanent Kahui Ako Teachers (within school roles), whether full or part time (STCA 3.2.2, ASTCA 2.2.2)

(The difference between a relieving and a fixed-term position is that in a relieving position you are replacing an existing staff member who is on leave, whereas a fixed-term position is one created for a defined period, and the school must have reasons for it not continuing beyond that period.)

This means that many ITM positions do not require advertising in the Gazette because they are fixed term and part-time. However, as part of a school’s obligation to behave as “a good employer”, there must be some form of advertising of the vacancy. This might, for example, be on the school’s website, or a local newspaper, or in a music publication, or it could be a global advertisement in the Gazette for the following year listing the music specialisms likely to be required but without a definitive number of tuition hours specified.

Furthermore, for a school to be able to endorse your application for a Limited Authority to Teach, they are required to attest to the Education Council that they have seen evidence that you have skills and experience appropriate to advance the learning of students, or skills that are in short supply. For short supply, they would have attempted to fill vacancies with a trained and qualified teacher in the area in which you have specialist skills but been unsuccessful, and would provide evidence of this, such as an advertisement and other information.

Appointments

All appointments must be confirmed in writing, with a letter of appointment which specifies the hours of work, tenure and other conditions of the appointment. For part-time teachers, any changes in the permanent hours of work must be agreed with the teacher and confirmed in writing, and any changes in non-permanent hours that apply for four weeks or longer must be agreed and confirmed in writing. (STCA 3.2.2, ASTCA 2.2.2). Sample letters of appointment are attached as Appendix 3. These appointment processes should all be completed, including signing by the ITM of acceptance of a position offered before teaching begins.

The normal term of a one-year fixed-term appointment would be from 28 January to 27 January the following year. This recognises the fact that the staffing provided to schools for ITMs is on a full year basis. If a school is reducing the length of the school year for its ITMs, this is likely to be because they are banking the staffing “saved” to use for another purpose. PPTA’s position is that this is unfair employment practice and not acting as a good employer. An ITM is entitled to the same holiday period as other teachers for planning, preparation, professional learning, and personal refreshment time.

The PPTA recognises that it can be challenging for a school to determine finally, before 28 January, which itinerants and for how many hours they will require. The best practice approach to this would be to commit to continued employment of their ITMs into the new year with the proviso that the exact hours could be adjusted slightly in the new year depending on demand.

The PPTA recommend ITM teachers to contact their field officer for advice, prior to the signing of any contract, e.g., end date differs when employed for the duration of the school year, holiday pay entitlements.

Tenure

The Employment Relations Act (2000) is very clear that an employer must have genuine reason, based on reasonable grounds, to make a position fixed term rather than permanent, whether it is full-time or part-time. In the case of ITMs, a genuine reason could be about fluctuating demand for their instruments/voice from year to year. It may be that hours are split between permanent and fixed term determined by student choice in lessons.

However, if an ITM could show that they had been employed in a particular school for the same number of hours, or at least the same minimum number of hours, for at least two consecutive years, a case could be made to say that there are not reasonable grounds for fixed term employment.

A position cannot be made fixed term to give the employer time to “try out” an employee for suitability. If an ITM is unhappy with the school’s offer of tenure (fixed rather than permanent) they should contact their field officer to discuss next steps.

The Education Act does not allow a school to employ in a permanent position someone who is not registered and who does not hold a current practising certificate. If an ITM is on a Limited Authority to Teach (LAT), then they must be employed on a fixed-term agreement, and the Education Council, in granting the LAT, will impose limits on the length of the LAT. The maximum length is three years.

Collective agreement coverage

All teachers in secondary schools are entitled to be covered by the Secondary Teachers' Collective Agreement if they choose to join PPTA. Clause 1.4(a) makes this specific in stating that the agreement "covers work undertaken in state and integrated schools by ... Itinerant teachers of instrumental music employed by secondary schools". The Area School Teachers' Collective Agreement does not specify ITMs in its coverage clause, but they are covered by the statement that it covers "teachers (excluding principals) employed in area schools" (ASTCA 1.3.1).

Whether an ITM is full-time or part-time, and whether they are a certificated teacher or on a Limited Authority to Teach, they are entitled to apply for full membership of PPTA. The membership fee is calculated at 1% of the fortnightly base salary, which is the sum of all the full-time or part-time earnings excluding units and allowances. If an ITM is working across schools, they should specify on the membership application form one of their schools as the base school for membership, to have the right to participate in branch activities there, e.g., voting, receiving *PPTA News*, receiving newsletters that are emailed via the branch, etc. Advice about membership, and the application form, is at <http://ppta.org.nz/membership/>.

Being a member of PPTA entitles an ITM to expert assistance from the Field Service. Having Itinerant teachers as union members allows issues specific to itinerant teachers and positions to be considered in contractual negotiations. It allows your voice to be heard. ITM staff offering private lessons outside of ITM hours within a school are not covered by the conditions of the SCTA.

Even if an ITM chooses not to join the union and be covered by the collective agreement, they must be on an individual agreement that is based on the collective agreement. ITM positions are teaching positions. PPTA is aware of schools offering ITMs employment as contractors. This is inappropriate, regardless of whether the ITM is being paid out of entitlement staffing or the Operations Grant, and regardless of whether they are certificated as a teacher or not.

In addition, if an ITM chooses an individual agreement based on the collective agreement, it is important to ensure that the pay rate in the individual agreement is adjusted as the collective agreement rate goes up. (There have been cases where this has not happened.)

PPTA has heard of situations where 'tutors' have been organised by state schools to provide instrumental or voice tuition in school hours and charged students. This is absolutely against regulations, if it involves ITMs hired using staffing paid for by the

Ministry, and/or if the tuition is required to enable students to participate in the curriculum e.g., in Music.

The Ministry of Education **Circular** 2018/01 — Payments by parents of students in schools contains extensive clarification about what can be charged for in state schools. On the matter of music tuition, it contains the following statement:

Tuition from Itinerant Teachers of Music	<p>Itinerant Teachers of Music (ITMs) are paid for by the Ministry, so students taught by ITMs cannot be charged tuition fees.</p> <p>Schools and kura may charge students for the hire of musical instruments used outside the delivery of the music curriculum, or for extra-curricular tuition it sources for its students.</p>
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On the other hand, tuition offered outside school time, including during lunch times, might possibly be able to be charged for, but **not** if it is offered by ITMs. The Circular states:

Optional Activities (such as visiting drama and music groups, lunch-time swimming tuition, lunch time use of a portable climbing wall)	Parents are sometimes asked to pay for students to attend in-school activities such as performances by visiting drama groups or lunch-time sports or EOTC activities. It should be made clear that attendance at such activities is voluntary, and that attendance incurs a charge.
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Leave

An ITM has the same entitlements to leave as any other teacher, as set out in the collective agreement (or an individual agreement based on it). PPTA has heard of situations where ITMs who need to take sick leave or other kinds of leave which are normally paid leave have been expected to find a replacement and pay them. This is unacceptable. If an ITM is on paid leave, the school can hire a replacement (if one is able to be found) and the leave taken would be reported in the school’s payroll return as with any other teacher.

Non-contact provisions

Like other teachers, ITMs have non-contact entitlements. Non-contact time is described in the STCA as “an acknowledgement of the importance to quality education of the duties other than classroom teaching ... which teachers are required to undertake while schools are open to instruction”. These duties include preparation, assessment, pastoral care, administration. (STCA 5.1.1 and 5.2.1)

For those ITMs who are full-time, this should total five timetabled non-contact hours per week, but it “may be a combination of differing periods of time which total no less than the equivalent of five non-contact hours” (STCA 5.2).

For ITMs who are part-time, the situation is a bit more complicated. In the case of an ITM employed between 0.48 and 0.89 in a single school, the employer is required to “endeavour to provide” non-contact time that is proportionate to the full-time amount. For a 0.89 teacher, therefore, they should endeavour to provide 4.45 non-contact

hours and for a 0.48 teacher, they should endeavour to provide 2.4 non-contact hours (STCA 5.2.6(a)).

However, should they be unable to provide that full amount, the STCA contains a table showing minimum amounts of non-contact which they must provide, which for a 0.89 teacher would be 3 hours, and for a 0.72 teacher would be 0.5 hours (STCA 5.2.6(b)). Between 0.72 and 0.48, there is no minimum, but the employer should “endeavour to provide” some non-contact. Below 0.48, the employer has no obligation to even endeavour to provide non-contact. (The full table can be seen in section 5.2.6 of the STCA at: <https://www.ppta.org.nz/collective-agreements/secondary-teachers-collective-agreement-stca/>)

To calculate the proportion of a full-time position that an ITM is employed at, take the number of hours employed and divide them into 25, e.g., $6/25 = 0.24$.

All part-time teachers must be paid a salary that is a proportion of the appropriate salary step relative to their hours, but with an 11% loading on top of that, which the STCA describes as “equal to an additional payment of one hour for each nine timetabled hours”.

General

An ITM is employed as a member of the professional teaching staff of a school, however few hours they teach. This means that they should be on the same footing as any other member of staff in matters such as:

- Needing to have a current practising certificate or authorisation to be employed in a teaching position.
- Participation in the school’s professional growth cycle, induction and mentoring for beginning teachers if relevant, and procedures for renewal of practising certificates – for these matters, see separate section below.
- Being provided with school newsletters, the school calendar, information about school closures, teacher only days, timetable changes, etc.
- Equipped with information about expectations of those employed in teaching positions such as professional conduct expectations of the school, the behaviour management system, lock-down and other emergency arrangements, specialist support available such as from an SCT or guidance counsellor.
- Being given a log-in to the school internet and student management system for providing reports on their students (if required).
- Opportunity to participate in staff wide PLD sessions.
- A safe working environment, e.g., a window in the door of any rooms in which they teach individuals or small groups, and access to any relevant information about issues of concern with individual students.
- MENZA offers advice for **safer spaces for Music Education**, the information will be updated: <https://menza.co.nz/2022/09/12/safer-spaces-in-music-education/#:~:text=A%20one%20day%20Safer%20Spaces,harm%20in%20an%20educational%20context.>

5. Professional responsibilities of the teaching profession

An ITM position is a teaching position, and therefore holders of those positions are required, under the Education Act, to be registered teachers with a current practising certificate or else covered by a Limited Authority to Teach. ITMs are bound by all the professional responsibilities of being a teacher regardless of whether the ITM is a trained, qualified, and registered teacher with a current practising certificate which is either provisional, or full (Category One or Two), or is not trained as a teacher but has some specialist music qualifications and has a current Limited Authority to Teach.

Professional Growth Cycle for teachers

Schools are no longer required to have an appraisal process but are to develop a professional growth cycle. A Professional Growth Cycle (PGC) is intended to capitalise on the authentic learning collaborations between teachers, focusing on how teachers use and meet the *Code Ngā Tikanga Matatika & Standards | Ngā Paerewa* in their everyday practice, as well as supporting professional learning and collaboration.

The Teaching Council requires the presence of the elements in the cycle:

- participation in two professional conversations
- a lesson observation
- participation in professional learning and development,
- continuing to develop and practise te reo me te tikanga Māori
- an annual summary statement that confirms whether the teacher meets (Tūturu | Full Category One) or is likely to meet (Pūmau | Full Category Two) the Standards | Ngā Paerewa

The Teaching Council website contains information about the professional growth cycle, and links to other relevant information -

<https://teachingcouncil.nz/professional-practice/professional-growth-cycle/>

The PPTA has developed a tool for fulfilling and recording a professional growth cycle in consultation with teachers and the Secondary Principals' Council (SPC). It promotes a high trust approach to professional growth and will not add significantly to teacher workload. It addresses the needs of both teachers and principals for professional growth and renewal of practising certificates.

PPTA's website contains information about the professional growth cycle, and links to other relevant information, at <https://www.ppta.org.nz/advice-and-issues/professional-growth-cycle/>

ITMs and the professional growth cycle

A school's approach to the professional growth cycle may vary from the PPTA model and should be set out in its teachers' handbook. ITMs have a vested interest in fulfilling a professional growth cycle because this provides opportunities to develop practice, access professional learning and development, gain feedback on practice.

The PGC should reduce any workload associated with compliance activity and instead focus on supporting your professional learning journey.

Evidence does not need to be gathered or collected; it will be in its natural location. The Council does not need you to have a portfolio of this evidence. It is the responsibility of those employed in teaching positions themselves to retain their own professional records of service, e.g., professional growth cycle documentation, evidence towards attestation for salary increments, and records of professional development undertaken.

ITM's need to see themselves as employed in a teaching position delivering part of the school's curriculum. This means an ITM is responsible for outcomes for students and therefore the ITM must be responsible for the full cycle of teaching and learning from planning, teaching, reporting, and reflecting on their practice and the impact of their teaching on student outcomes. As part of a LAT application, a person does need to provide supporting evidence including a self-reflection on their practice.

Ideally, the professional growth conversation should flow from an ITM's normal practice of reflection, teaching practice, record-keeping, and communication with others, especially the HOD Music. An ITM should be visited for an observation of their teaching. This should normally be by the HOD, but could be by others with relevant skills, e.g., the Specialist Classroom Teacher, or a Deputy Principal.

Schools employing ITMs need to find a way to include them in their PGC as appropriate. How this is made to work will differ because of the wide diversity in employment situations of ITMs. An ITM is likely to be employed across several schools, so they need to ensure they have completed the elements of the PGC. It is very helpful, especially if the ITM is on provisional certification or seeking to maintain full certification, that one of the schools agree to coordinate this process.

Attestation for salary increments

There is no link between the professional growth cycle and attestation for salary. Not attesting is about lack of competence. To not attest or not certificate a teacher the school must first have triggered the competence provisions.

If an ITM is employed across multiple schools, it is very important that there is a written agreement between the employers about who will attest the ITM as having completed satisfactory service to receive a salary increment when it is due. This agreement about which school will take responsibility for the attestation could be done as part of the agreement regarding certification and the professional growth cycle, discussed above.

Each fortnight, a school downloads from Edpay an Increment Report, and this will show when a teacher's hours have reached the equivalent of a full-time year. (For an ITM doing 0.5 FTTE in total across schools, this would be after two years, for example).

Professional learning and development (PLD)

PLD is also a right and an obligation for teachers. The STCA places it under the Good Employer responsibilities and says that all employers are required to provide “opportunities for the enhancement of the abilities of individual employees” (STCA 3.1.1). This means that ITMs should be given opportunities to access school wide PLD, but also there should be provision for them to access PLD that is directed at their individual needs. The professional growth cycle conversation is a good opportunity to identify these individual needs and possible ways of addressing them.

At the same time, ITMs have a professional obligation to take initiatives themselves to improve their practice and their professionalism. The Standards for the Teaching Profession cover this in the second standard, “Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners”.

ITMs should consider what opportunities exist for them through local music organisations, membership of MENZA, participation in master classes, etc. An ITM needs to ensure that in undertaking professional development they reflect on it and the value of it for themselves and the students they teach.

6. Registration, certification, and authorisation

Practising as a teacher

Registered teachers must hold a current practising certificate to be employed in a teaching position in New Zealand. A practising certificate shows you have satisfactory recent teaching experience, have undertaken professional development and are fit to be a teacher - among other requirements. Practising certificates expire and must be renewed every three years. They are not sector specific.

The evidence that teachers meet the Standards of the Teaching Profession is found in their classes, the day-to-day interactions with their students, their planning, while on duty, in departmental meetings, during form time and while doing extra-curricular activities.

Types of practising certificate

There are four practising certificate types, depending on where you are at in your teaching career.

1. **Tiwhikete Whakaakoranga Tōmua | Provisional Practising Certificate** – for all new and beginning teachers from NZ and all overseas trained teachers seeking to register to teach in NZ.
2. **Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One)** - for experienced teachers; those who have been, and continue to be, endorsed as meeting the *Standards for the Teaching Profession | Ngā Paerewa*.
3. **Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two)** - for experienced teachers who, because of their role type, are not currently able to be endorsed as meeting all the *Standards | Ngā Paerewa* but are considered likely to meet them.
4. **Returning to Teaching in Aotearoa New Zealand Practising Certificate** – for experienced NZ registered teachers who have not completed any teaching in the five years prior to their application to renew their practising certificate.

Tūranga Whakaako Whai-herenga | Limited Authority to Teach (LAT) is not a practising certificate and is not intended for registered teachers. However, it enables people without a teaching qualification to teach in positions where there is need for specialist skills or skills are in short supply, but which are not permanent roles, for example teachers of musical instruments.

The Standards for the Teaching Profession (STPs) must be met to continue to hold a practising certificate. These are made up of six standards that provide a holistic description of what high quality teaching practice looks like. The details can be found on the Teaching Council website: <https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf>

The Code of Professional Responsibility | Ngā Tikanga Matatika applies to all registered and certificated teachers and those who have been granted a Limited Authority to Teach. It is a set of aspirations for professional behaviour - not a list of

punitive rules. The details can be found on the Teachers' Council website:
<https://teachingcouncil.nz/assets/Files/Code-and-Standards/Code-of-Professional-Responsibility-English-one-page.pdf>

Requirements for renewing a practising certificate

The law requires the Teaching Council to be satisfied teachers have met certain requirements before renewing a practising certificate and applies to all types of certificate renewal.

The requirements are:

- You are a NZ registered teacher – evidenced by your teacher registration number provided when your registration was approved.
- You have completed at least two years of uninterrupted teaching in the last five years. An endorsement from your professional leader that you meet the *Standards | Ngā Paerewa* is required for your practising certificate type and a list of your teaching positions in the last five years.
OR
You have completed a teacher refresh process with the evidence of completion of your practice plan or Teacher Education Refresh programme
- You have completed satisfactory PLD in the past three years evidenced by an endorsement from your professional leader, this can include your participation in setting's agreed PGC.
- You are committed to the expectations in the *Code | Ngā Tikanga Matatika*, evidenced by a declaration of your commitment to the Code and about any matters for which you are under investigation, that might impact your teaching or ability to meet the Code's requirements.
- You have a satisfactory NZ police vet, requiring your consent for the Council to apply to NZ Police for your police vet and confirmation of the types of current, verified identity documents that you provided to your identity referee.
- You are physically and mentally able to carry out a teaching role safely and satisfactorily as evidenced by a declaration that you do not have a condition that would affect your ability to teach safely and satisfactorily.
- You have continued to develop and practice te reo me ngā tikanga Māori evidenced by a declaration that you have continued this development and practice while practising as a teacher, with an endorsement by your professional leader, that you have shown progress in te reo

The aspect of the requirements for maintaining full certification which seems to cause most issues for part-time ITMs is the “satisfactorily completed recent teaching

experience” and the sufficiency of the position(s) for the ITM to demonstrate, with evidence from their professional practice, that they meet all the STPs.

While there is no minimum number of teaching hours specified, as there is for teachers who are provisionally certificated, the Teaching Council does require that the teaching service to maintain a full practising certificate “has been sufficient (i.e., neither too part-time nor too casual)” and recent enough “to enable their professional leader to make a meaningful assessment using the Standards for the Teaching Profession”. The Teaching Council will determine in any individual situation whether the professional leader’s assessment about whether the position was too part time or too casual or not was reasonable in the circumstances.

[Refer to the Guidelines for Induction and Mentoring and Mentor Teachers](#) for help with lifting the quality of your induction and mentoring programme and talk to your mentor and professional leader about your expectations.

Getting certificated

Tiwhikete Whakaakoranga Tōmua | Provisional Practising Certificate

There are specific requirements to move from provisional to full certification. They are:

- Being employed in a teaching position (or a combination of positions) adding up to approximately 0.5 FTTE across at least two years in the last five years.
- Completing at least two years of formal induction and mentoring organised by your school or kura setting supported by a mentor teacher who holds a Tūturu | Full (Category One) practising certificate
- Meeting the Standards

You may be asked to send evidence of your two-year induction and mentoring programme at the time you apply for Tūturu | Full Practising Certificate (Category One). A range of documentation will be expected to show evidence the support programme has been in place over at least two years with the relevant date of completion.

The Teaching Council want to see evidence of a coherent two-year programme of induction and mentoring and ‘hear’ your ‘voice’ and the ‘voice’ of your mentor teacher throughout the programme. This could mean commentary about lessons, or reflections by each of you on activities or professional development you have completed.

If you move to another school/ centre take records of your programme with you and make sure your new employer knows you must continue with your programme. You also need to be employed in a teaching position of at least 0.5 FTTE within the general education system and be teaching in a minimum block of six weeks.

If you are employed in a casual relief position, a teaching position of less than 0.5 or for less than six weeks, the time doesn’t count towards Tūturu | Full Practising Certificate (Category One).

In a situation where a provisionally certificated teacher (PCT) is employed across several schools in small part-time positions, it can be very difficult to produce evidence that has the necessary coherency and sufficiency to meet the requirements. The PCT ITM should preferably be working across no more than three schools, ideally in fixed-term contracts of at least one year, and these should total approximately 0.5 FTTE across the schools.

In such a case, there needs to be one school which takes the lead role for the induction and mentoring process and undertakes to work meaningfully with the other schools to ensure that the provisionally certificated teacher is receiving the learning opportunities, feedback, and support they need to develop, grow and be able to accurately evidence their practice. This arrangement should be in writing as a Memorandum of Understanding.

It is very important that provisionally certificated ITMs ensure that their ITM role is sufficient to enable them to progress to full certification, or they may need to move to a different teaching position to do so. Once a teacher has been issued with full certification they will not be provisionally certificated again.

If you have been on a provisionally practising certificate for five years you will not need to repeat your Initial Teacher Education (ITE) programme but you will need to complete a Teacher Education Refresh (TER) programme if you need to apply for a provisional practising certificate five years or more after you registered or graduated.

Teachers who are not able to gain a Tūturu | Full Practising Certificate (Category One) after five years of being registered may apply for another Tōmua | Provisional Practising Certificate after completing the TER programme.

The TER programme is designed to update your professional knowledge and practice. The teacher refresh process is detailed on the Teaching Council website: <https://teachingcouncil.nz/getting-certificated/for-teachers/return-to-teaching/>

Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One)

You are likely to be issued with Tūturu | Full (Category One) if you can demonstrate that you have been endorsed as meeting all the Standards | Ngā Paerewa following successful completion of an induction and mentoring programme, supervised by a mentor who holds a Tūturu | Full (Category One) practising certificate as well as meeting all other requirements listed. Once you have been issued with a Tūturu | Full (Category One), you will never be required to return to Tōmua | Provisional.

Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two)

This practising certificate recognises your experience, but also acknowledges that because of your role type, you may not be able to demonstrate that you currently meet all the *Standards* | *Ngā Paerewa*, and so are considered 'likely' to meet them.

While some teachers who have held a full practising certificate feel that this is a lesser category of certification, it is not. It is simply a reflection that in that teacher's particular role currently, they are unable to meet the requirements of full certification. That could be because the position consists of too few hours, or the hours are spread across too many schools, to be able to meaningfully pull together evidence using the Standards to meet the requirements for maintaining full certification.

Collecting evidence for certification purposes

An ITM's certification status will influence how much and what type of evidence needs to be documented and how many hours of teaching need to be completed. For example:

- For an ITM seeking to move from provisional to full certification, the hours across the schools must total approximately 0.5 FTTE and there will need to have been a formal induction and mentoring programme with evidence against the Standards.
- For an ITM who is fully certificated and wishes to remain so, there is no minimum number of hours, BUT it is important to note that participation in the PGC will enable an ITM to credibly gather sufficient evidence to show that they are still meeting the Standards.
- For an ITM who is happy to remain fully registered (Category Two), there is no minimum number of hours, and they do not have to show that they are currently meeting all the Standards.

The ideal arrangement for gathering evidence for full certification would be for one school, usually the one at which the ITM has the most hours, to formally take responsibility, through a written memorandum of understanding, for verifying and independently assuring evidence collected from the school leaders of the other schools.

Certification is a professional responsibility and so at the same time, it is incumbent on the ITM him/herself to ensure their evidence comes from multiple sources and perspectives and is meaningfully "curated" using the Standards. The Teaching Council website has examples of evidence that an ITM might be able to document in relation to the Standards.

<https://teachingcouncil.nz/assets/Files/Code-and-Standards/Standards-for-the-Teaching-Profession-English-two-pages.pdf>

Limited Authority to Teach

Tūranga Whakaako Whai-herenga | Limited Authority to Teach (LAT) is not a type of practising certificate, and it is not for registered teachers nor for permanent employment. If you have a specialist skill or skills that are in short supply, but are not a registered teacher, you may apply for a LAT and teach lawfully.

The Education Amendment Act (ETA) 2020 states that an employer may not permanently appoint a person to any teaching position if the person does not hold a practising certificate, therefore someone on a LAT may not be employed in a permanent position. The ETA says that the purpose of limited authority to teach is to

enable employers to have access to skills that are in short supply and to enable those with specialist skills but who may not have a teaching qualification to teach.

Any person may apply to the Teaching Council for a limited authority to teach. The Teaching Council must grant a limited authority to teach if it considers that the applicant is of a suitable disposition and the applicant has the skills and experience appropriate to advance the learning of a student or group of students; or the applicant has skills that are in short supply.

A person who has previously been authorised may be authorised again, whether before or after the expiry or cancellation of the previous authorisation. A person's authorisation expires after 3 years; however, the Teaching Council may grant the authorisation for a period of less than 3 years.

Suitable disposition, in relation to an applicant, means the applicant is of good character and fit to hold a limited authority to teach; and either has not been convicted of a specified offence as defined in [section 23\(1\)](#) of the Children's Act 2014; or has been granted an exemption under section 35 of the Children's Act 2014 in respect of every conviction for a specified offence as defined in [section 23\(1\)](#) of that Act.

An application for a LAT can be in two areas:

- 1. Specialist skill** - A specialist skill is one which requires a high level of expertise in a specific subject area that is not widely available among registered teachers, for example, musical instrument, language or guidance counselling.

People granted a LAT under a specialist skill position are likely to be granted it for three years. You may prefer to be granted a one or two-year LAT depending on your requirements.

- 2. Skill that is in short supply** - Skills that are in short supply are positions which should be filled by a registered and certificated teacher but for which there are currently no such teachers available because of supply issues in a geographic region. The need for these positions must be demonstrated by an employer and will be considered within a regional context.

In these positions you are likely to be granted a LAT for one year. If you wish to have a LAT reissued, you need to make a new application before the expiry of your current LAT and pay the required fee. Applications to reissue a LAT can be made up to three months before the expiry of your current LAT.

An application for a Limited Authority to Teach (LAT) will only be considered by the Teaching Council when the ITM is not eligible for registration and certification. A person who holds a LAT may not be appointed to a permanent teaching position. The names of successful LAT applicants appear publicly on an [online list of all individuals who hold a Limited Authority to Teach](#).

If you have held a LAT but want to become a registered teacher, you will need to first complete an approved New Zealand ITE programme and then apply for registration and a practising certificate. Any teaching you do while holding a LAT will not count

towards your teaching service for any practising certificates you are granted in the future.

Applying for a Limited Authority to Teach (LAT)

Your application for the first issue of a Limited Authority to Teach should include:

- A full curriculum vitae that shows your experience in an industry or field relevant to the application. This must also detail any curricula or assessment knowledge, or skills
- A written reference from one of your employers, or a practitioner in your relevant industry or field attesting to your knowledge and skills
- Proof of Identity form

For the subsequent reissues of the LAT, you need to provide a statement from the profession leader of the school/kura attesting that your skills/knowledge remain current for the learners you are working with.

You will also need:

- A declaration that you are committed to the values and expectations in the Code | Ngā Tikanga Matatika
- A declaration about any matters for which you are under investigation, that might impact your teaching or ability to meet the requirements of the Code | Ngā Tikanga Matatika
- A satisfactory New Zealand Police vet, you will need to give consent for the Council to apply to New Zealand Police for your police vet
- Confirmation of the types of verified identity documents that you provided to your identity referee.
- A declaration that you are physically and mentally able to carry out a teaching role safely and satisfactorily and a declaration that you do not have a condition that would affect your ability to teach safely and satisfactorily.
- To demonstrate that you are competent in English and/or te reo Māori using one of the evidence types listed in the Council's language competency policy.
- A declaration that you are committed to honouring Te Tiriti o Waitangi in the learning environment and supporting the aspirations of Māori learners.

The information about this can be found on the Teaching Council website:

<https://teachingcouncil.nz/getting-certificated/for-limited-authority-to-teach/>

LAT duration

The time of employment specified in the LAT application is critical. If an ITM wishes to be employed for the full year, they need to ensure that their LAT covers that full year, because otherwise the lapsing of the LAT will require the end of their employment.

This is because it is illegal to employ anyone who is not certificated or authorised in a teaching position for more than 20 half days in a calendar year. These 20 half days are regardless of how many hours are taught in the half day, for example if someone teaches for one hour on a Monday only or for a full morning on a Monday, they could teach for up to 20 Mondays (or two terms) but no more. If someone is

employed for a full day on Tuesdays, this means that they could teach for only 10 Tuesdays (i.e., 20 half days) but no more.

Also, of course, if an ITM is working across several schools, those 20 half days could be over within a fortnight or not much longer, depending on how many hours the various positions total. The 20 half days restriction applies to the teacher, not each individual school.

Links, references

- The Secondary Teachers' Collective Agreement can be downloaded from <https://www.ppta.org.nz/collective-agreements/>
- The Education Council's website contains extensive material about professional growth cycle, registration and certification: <https://teachingcouncil.nz/>
- Carter, Karen (2003), *Itinerant Teachers of Music: A state of flux*. Thesis submitted for Masters in Teaching and Learning, Canterbury University. downloaded from http://ir.canterbury.ac.nz/bitstream/10092/3552/1/Thesis_fulltext.pdf
- Brice, P. (1990) *Report on itinerant teachers of music*. Wellington: Ministry of Education.
- Doyle, E. (1982). The influence of the itinerant instrumental teacher in New Zealand. *The Australian Journal of Music Education*, 30, 49-53.
- Ritchie, J. (1980). *Report of the Committee to study the needs of music teaching in New Zealand*. Wellington: Queen Elizabeth 11 Arts Council. (Available for viewing at Archives New Zealand, order at <http://archway.archives.govt.nz/ViewFullItem.do?code=20586206>.)
- Wood, D. (n.d., circa 1980). *Music review: position paper: group instrumental and vocal tuition scheme*. Unpublished paper.
- Tait, M. (1970). *Music education in New Zealand*. Hamilton: Music Teachers Registration Board/Waikato Society of Registered Music Teachers.

(The listed reports 1970-1990 can be obtained from PPTA by request. Email kkaveney@ppta.org.nz to request them.)

Appendix 1- Sample Staffing Order Education (2022 School Staffing) Schedule 5

Staffing Order Education (2022 School Staffing) Schedule 5 Instrumental and vocal music tuition

School	Staffing (FTTEs)
Auckland Grammar School	4.0
Freyberg High School	2.0
Geraldine High School	5.0
Hagley Community College	14.0
James Hargest College	5.0
Macleans College	2.0
Mt Albert Grammar School	2.0
Otahuhu College	1.0
Pakuranga College	1.0
Queen's High School	7.0
Rangitoto College	2.0
Saint Peter's College (Auckland)	1.0
Tauranga Boys' College	4.0
Waikato Diocesan School for Girls	12.0
Whakatane High School	2.0

Additional ITM allowance

The formula for allocating the additional ITM allowance to these schools is as follows:

A high school to which a full-time permanently appointed itinerant teacher of a musical instrument is attached has an itinerant music teacher allowance (in FTTEs) of—

- (a) 0.1, if 1 teacher is attached:
- (b) 0.2, if 2 teachers are attached:
- (c) 0.3, if 3 or 4 teachers are attached:
- (d) 0.4, if more than 4 teachers are attached.

This allowance is intended to be used for administration, PLD, leadership, etc.

Appendix 2 - Public Service Act 2020

Good employer requirements

73 Chief executive of department and board of an interdepartmental venture to be good employer

(1) A chief executive of a department and a board of an interdepartmental venture must—

- (a) operate an employment policy that complies with the principle of being a good employer; and
- (b) make that policy (including the equal employment opportunities programme) available to its employees; and
- (c) ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report on the extent of its compliance.

(2) See also [section 75](#) (which relates to promoting diversity and inclusiveness).

(3) In this section, a **good employer** is an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including for—

- (a) the impartial selection of suitably qualified people for appointment (except in the case of ministerial staff); and
- (b) good and safe working conditions; and
- (c) an equal employment opportunities programme; and
- (d) recognition of—
 - (i) the aims and aspirations of Māori; and
 - (ii) the employment requirements of Māori; and
 - (iii) the need for greater involvement of Māori in the public service; and
- (e) opportunities for the enhancement of the abilities of individual employees; and
- (f) recognition of the aims and aspirations, employment requirements, and the cultural differences of ethnic and minority groups; and
- (g) recognition of the employment requirements of women; and
- (h) recognition of the employment requirements of people with disabilities; and
- (i) recognition of the importance of achieving pay equity between female and male employees; and
- (j) recognition of the importance of decisions about remuneration being free from bias including, but not limited to, gender bias.

(4) The chief executive of a departmental agency, or an interdepartmental executive board, —

- (a) is entitled to use a policy developed by their host or servicing department (and need not develop their own); but
- (b) in relation to employees carrying out the functions of the departmental agency or interdepartmental board, has the same duty under this section as the chief executive of a department.

Appendix 3 – Sample letters

Sample letter of appointment for Basic Scale ITM positions

School Board
Aotearoa (High School/Area School)
P.O. Box 2390
Whangarei

15 December 20--

(Mr Robert Woods)
(163 Eden Road)
(HAMILTON)

Dear (Mr Woods)

On behalf of the School Board of Aotearoa (High School/Area School), I wish to confirm your appointment to the position of (itinerant teacher of music- vocal and brass instruments).

This is a (permanent / long term relieving / fixed-term) (full-time / part-time) position.

The commencement date of your employment in this position at Aotearoa (High School/Area School) is (28 January 20--).

[For part-time positions]

You are employed permanently as a (.4 teacher) for (10 hours) per week.

In addition to those permanent hours, we can offer you 2 hours per week on a fixed-term basis for the year 20--.

[For relieving / fixed-term positions and fixed term hours]

The date of termination of your employment (or additional fixed term hours) in this position is (27 January, 20--).

The reason your position (additional hours) is/are fixed term is because (genuine reason based on reasonable grounds given).

As you have indicated to the Board that you have authorised the (New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA)) to represent you, and that you wish to become party to the (Secondary Teachers' Collective Agreement / Area School Teachers' Collective Agreement) your conditions of employment are contained therein.

From the information you have provided us regarding your qualifications, previous teaching experience and previously assessed salary steps, you will be paid on step (x) of the scale. Your salary rate is (\$) as per the STCA.

[Any other relevant conditions, such as allowances / removal expenses / conditions applying to maternity leave positions, should be included.]

The Board looks forward to your taking up your position at Aotearoa (High School/Area School).

Yours faithfully

Ms Susan Martin
Presiding member

Sample letter of appointment for a provisionally certificated teacher

School Board
Aotearoa (High School/Area School)
P.O. Box 2390
Whangarei

10 December 20--

(Ms Linda Cooper)
(10 Marua Road)
(Whangarei)

Dear (Ms Cooper)

On behalf of the School Board of Aotearoa (High School/Area School), I wish to confirm your appointment to the position of (itinerant teacher of music). This is a (permanent / long term relieving /fixed-term) part-time position. Your hours of work will be 0.5 or 12.5 hours per week. As you are a provisionally certificated, year one teacher, you will receive (on top of normal non-contacts) an additional 2.5 non-contact hours for advice and guidance purposes. You will be expected to meet with your mentor teacher, PCT co-ordinator and to participate in the school-based PCT programme in that time.

The commencement date of your employment in this position at Aotearoa (High School/Area School) is (28 January 20--).

[For relieving / fixed-term positions]

The date of termination of your employment in this position is (27 January, 20--).

The reason your position is fixed term is because (genuine reason based on reasonable grounds given).

As you have indicated to the Board that you have authorised the (New Zealand Post Primary Teachers' Association / Te Wehengarua (PPTA)) to be your representative, and that you wish to become party to the (Secondary Teachers' Collective Agreement / Area School Teachers' Collective Agreement), your conditions of employment are contained therein.

[Any other relevant conditions, such as allowances / removal expenses / conditions applying to maternity leave positions, should be included.]

The Board looks forward to your taking up your position at Aotearoa (High School/Area School).

Yours faithfully

Ms Susan Martin
Presiding member