

For office use only	Start Date of I&M Programme:
Registration Number:	End date of I&M Programme:
Expiry date:	Terms of I&M needed:
	Expected application for Full Practising Certificate:

Instructions for drafting: populate all details marked by [square brackets] and remove brackets and draft prompts. Delete this drafting note and any others highlighted in yellow.

Memorandum of Understanding

Between

**[Name of Provisionally Certificated: Relief Teacher or Part-Time Teacher or Itinerant Teacher of Music]
(Teacher)**

and

[Name of Mentor] (Mentor)

and

[Name of Educational Setting] (Host) *drafting note – Host Setting is the school, centre, kura etc where the teacher (mentee) is employed*

and

[Name of additional Educational Setting] (Additional Host) *drafting note – Additional Setting is in case the teacher (mentee) works at multiple places – delete if not required add more if needed*

and

[Name of additional Educational Setting] (Additional Host) *drafting note – Additional Setting is in case the teacher (mentee) works at multiple places – delete if not required add more if needed*

and

Teaching Council of Aotearoa New Zealand (Council)

Start Date [dd mmm yyyy] *drafting note – insert proposed start date*

Please read carefully before completing. Once signed, please send MOU and I&M Plan to mentoring@educationcouncil.org.nz with the subject line 'MOU for I&M', the programme will not commence until both the MOU and I&M Plan are received.

This MOU supersedes all previous versions.

MEMORANDUM OF UNDERSTANDING
Teaching Council of Aotearoa New Zealand

A. Context

1. This Memorandum of Understanding (**MOU**) sets out the terms and understanding between the parties listed in section K Parties and Signatures to provide high-quality and comprehensive induction and mentoring support for provisionally certificated relief teachers or part-time teachers or itinerant teachers of music (**Teacher**), enabling them to progress towards applying for their Full Practising Certificate.

B. Background

2. The Teaching Council of Aotearoa New Zealand (**Council**) aims to raise the status of teaching, strengthening accountability and supporting the teaching profession to deliver excellent and innovative teaching. One of the key functions of the Council is to establish and maintain criteria for teacher registration, standards for ongoing practice and criteria for the issue and renewal of practising certificates. The Council encourages teachers to move to a Full Practising Certificate within six years, thereby demonstrating that they meet the Standards for the Teaching Profession.
3. By ensuring that all our teachers meet these standards, the Council is able to provide the profession with assurance of the high quality of our teachers.
4. This MOU is designed to support the Teacher to progress towards Full Certification. It is for registered teachers who, for various reasons, have been unable to participate in a formal induction and mentoring programme.

C. Purpose

5. This MOU will support the Teacher to participate in an induction and mentoring programme to assist them in their progress towards achieving a Full Practising Certificate.
6. The above goal will be accomplished by the parties undertaking the responsibilities listed in section E Roles and Responsibilities.

D. Term

7. The induction and mentoring plan and MOU must be provided by the Host school (via the Mentor) to the Council before the start of the programme.
8. The MOU start date is not considered to be effective until the induction and mentoring plan and this MOU have been received and accepted by the Council.
9. This MOU will end when the Teacher's induction and mentoring programme is complete or on 24 December 2019, whichever comes first.

E. Roles and Responsibilities

Provisionally Certificated Relief Teacher or Part-Time Teacher or Itinerant Teacher of Music
(Teacher)

10. In order to meet the criteria for eligibility, the Teacher will:
 - a. Not have a suitable mentoring programme currently in place;
 - b. Have a provisional practising certificate that expires within the next two years or has expired in the last six months;
 - c. Be teaching 0.5 FTTE or more (this can be achieved with teaching across a number of settings in the New Zealand education system); and
 - d. Be progressing towards meeting the Standards for the Teaching Profession.
11. The teacher is responsible for applying for their Full Practising Certificate. They must have a current Provisional Practising Certificate or an extension to teach to be lawfully employed in schools and kindergartens. An extension to teach may be granted to an applicant if they have a fully paid, pending application for a Practising Certificate. Teachers in schools and

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kindergartens that have already exceeded the six year Provisional Certification period may be granted extensions of six months with review of progress to be made before further extensions will be granted.

12. The Teacher will proactively follow the induction and mentoring plan as outlined by the Mentor, related templates are available on request.
13. Once the Teacher has completed a full two-year induction and mentoring programme, the Teacher is responsible for applying for their Full Practising Certificate.
14. The Teacher should apply for their Full Practising Certificate a month prior to the end of their induction and mentoring programme.
15. The Teacher is responsible for holding evidence of their induction and mentoring from across the educational settings where they are employed (including evidence of meeting the Standards for the Teaching Profession from their teaching).
16. If at the end of the induction and mentoring period they do not meet the requirements to move to Full Practising Certification, they may be required to do a Teacher Education Refresh (TER) programme before being issued a further Provisional Practising Certificate.

*Mentor Teacher (**Mentor**)*

17. The Mentor must be a Registered Teacher, with a Full Practising Certificate, and be willing and able to undertake mentoring of a teacher working to achieve a Full Practising Certificate.
18. The Mentor will spend up to two (2) hours per week with the Teacher following the agreed induction and mentoring plan.
19. The Mentor can access the Tuakana Teina Pilot mentoring plan and accompanying templates if required – see Appendix A - Framework Tuakana Teina (Proposed Timeline/Structure for Pou Tautoko/Mentor and Pia/PCT Tuakana Teina Meetings).
20. The Mentor will follow Host Setting policies and staff instructions regarding health and safety requirements.

*Host Educational Setting (**Host**)*

21. The Professional Leader of the Host, on the recommendation of the Mentor and evidence presented from across the schools, is responsible for signing the endorsement when the Teacher applies for a Full Practising Certificate.
22. The Professional Leader of the Host will arrange a handover to a new Mentor if the current Mentor becomes unavailable or unable to continue in their role.
23. The Host will invoice the Council each term to claim the fees for providing release time for a Mentor.
24. The Host School will secure the release of a Mentor from their current employer if they are not employed at their school.
25. The Professional Leader of the Host may apply for an extension to teach for the Teacher if the Teacher's Practising Certificate has expired.
26. The Professional Leader of the Host will provide the Mentor with all relevant policies and procedures.
27. The Professional Leader of the Host will support the Mentor and the Teacher in conducting the induction and mentoring plan and will facilitate the spirit of the MOU.
28. The Professional Leader of the Host agrees to allow the Mentor on site (usually weekly) as per the mentoring plan if the Mentor is from a different educational setting.

Additional Host (if included)

29. The Additional Host is responsible for the undertakings in 26 to 28 above within their educational setting.

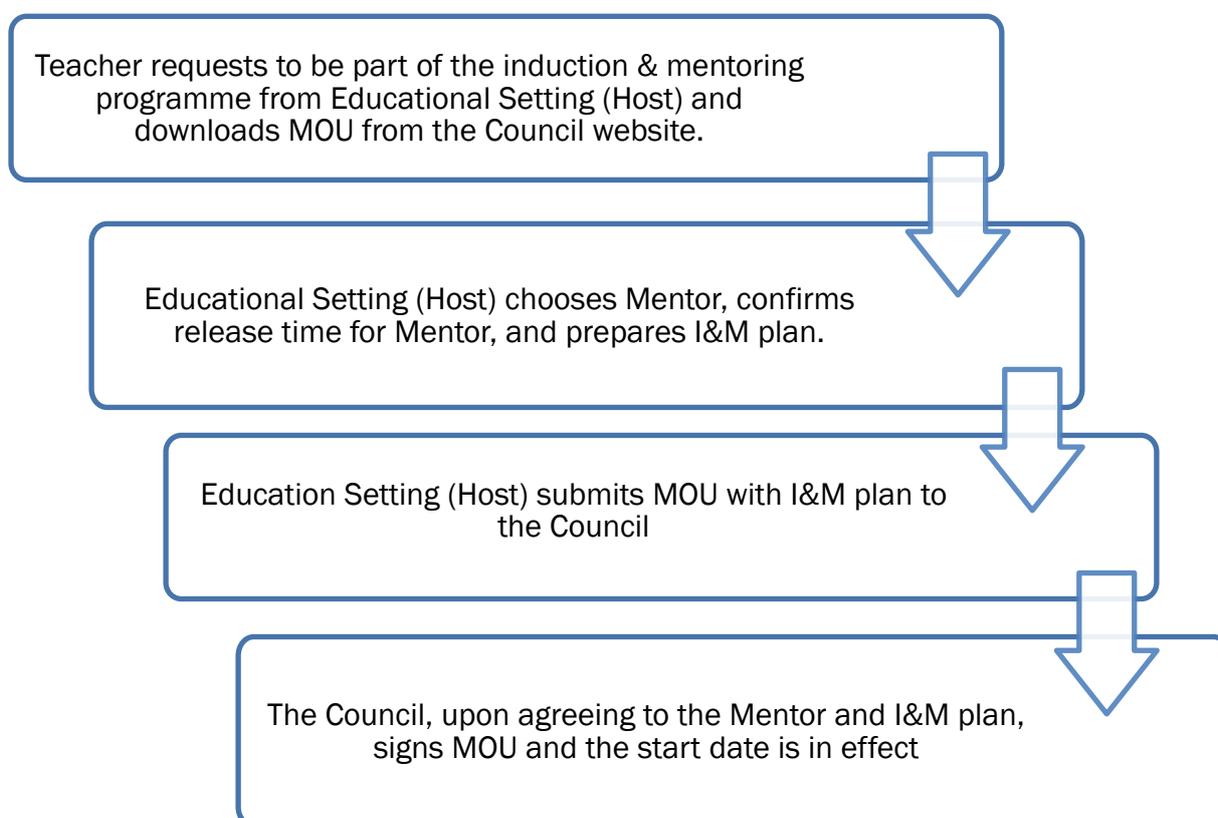
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30. The Additional Hosts listed in this MOU agree to give priority to the Teacher so that they can achieve the required number of hours.
31. The other schools agree to support the Host School's induction and mentoring programme by providing evidence of the Teacher's practice, including lesson observations, feedback and discussions as appropriate with the teacher.

Council

32. The Council will, upon approving the MOU, agree to reimburse the Host for Mentor release time. The Council will give priority to those teachers at or over the six year limit, then down to five years and so on.
33. The Council will provide a mechanism (extension to teach) for the Teacher to teach if their Provisional Practising Certificate has expired. If a Teacher subsequently decides not to participate, the Council will remove the Teacher's extension to teach.

F. Process



34. Upon agreement and signing, the Host may claim Mentor fees up to the amount of \$2,600 + GST per year for up to two years of induction and mentoring from the Council. Actual and reasonable travel expenses for the Mentor can also be claimed (depending on the isolation index of the centre/school/Kāhui Ako). Itemised receipts for travel expenses must accompany the invoice.
35. The desired outcome is for the Teacher to be able to progress towards the requirements for a Full Practising Certificate. The Teacher is ultimately responsible for applying for their Full Practising Certificate.

G. Variation of the Memorandum of Understanding and Attachments

36. This MOU may be modified or terminated by written agreement with the other parties after discussion with all parties.
37. This MOU does not replace or supersede the conditions of employment outlined in any

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Individual Employment Contract or Collective Agreement.

H. Memorandum of Understanding Not Binding

38. The parties acknowledge that this MOU is intended as a statement of mutually agreed intentions in relation to an area of strong mutual interest. It is not intended to create legally enforceable rights or obligations. However, the parties agree that they will observe and perform their obligations under this MOU in good faith.
39. The provisions of the MOU are subject to changes to the Council's Registration Policy.

I. Confidentiality

40. Each party agrees that it will not without prior written consent of the other disclose details of this MOU to any person.

J. Declaration

41. By signing this MOU, the parties agree to the following statements:
- ✓ I understand and commit to my role and responsibilities as written in this Memorandum of Understanding.
 - ✓ I solemnly and sincerely declare that, to the best of my knowledge and belief, all the information in the attached application is true and correct.
 - ✓ I understand that the Council may contact institutions or individuals named in this document, as well as the Ministry of Education, to verify the information provided.

K. Parties and Signatures

Teacher	
Full name:	
Address:	
Phone number:	
Email:	
Registration number:	Practising Certificate expiry date:
Signature:	Date signed: / /

Mentor	
Full name:	
Name of Educational Setting:	
Address:	
Phone number:	
Email:	
Registration number:	Practising Certificate expiry date:
Signature:	Date signed: / /

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Host	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

Teaching Council of Aotearoa New Zealand	
Full name:	
Position:	
Address: PO Box 5326, Wellington, 6140	
Phone number:	
Email:	
Signature:	Date signed: / /

If required

Additional Host (if applicable)	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

Additional Host (if applicable)	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

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Additional Host (if applicable)	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

Additional Host (if applicable)	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

Additional Host (if applicable)	
Name of Educational Setting:	
Full name:	
Principal or Manager:	
Phone number:	
Email:	
Signature:	Date signed: / /

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L. Provisionally Certificated Relief Teacher or Part-Time Teacher or Itinerant Teacher of Music Details

1. Teaching service

Please provide details of your past teaching service, your current employment, and your intended employment during the induction and mentoring programme. Please enter the full-time teacher equivalent (FTTE) of your position.

Position/Role	Educational Setting (eg school/centre/kura name)	Location	From Month & Year	To Month & Year	FTTE*	Relief teaching (# of days)
			/	/		
			/	/		
			/	/		
			/	/		
			/	/		

Continue on a separate sheet if needed.

**In schools, Full Time Teaching Equivalent (FTTE) is calculated by adding together class contact hours, dividing by 25, and rounding to two decimal places.*

ECE should clarify with their Professional Leader

2. Education

Please list your qualifications (teaching and other).

Qualification name	Institution	Location	Length of course	Year completed

Continue on a separate sheet if needed.

Teacher Education Refresh programme

In the last six years have you completed an approved *TER* programme or are you enrolled in a *TER* programme? (Please tick)

<input type="checkbox"/> Yes	Please attach a certified copy of your completion certificate or enrolment receipt.
<input type="checkbox"/> No	

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3. Induction and mentoring completed to date

Please provide the following information about your participation in any induction and mentoring programme to date.

Educational setting name	MOE number	From Month & Year	To Month & Year	Name and registration number of mentor*
		/	/	
		/	/	
		/	/	

Continue on a separate sheet if needed.

Total Induction & Mentoring Completed to date (number of terms): _____

*You can search the Register of New Zealand Registered Teachers on the Council website here:
<https://educationcouncil.org.nz/search-the-register>

4. Professional learning and development

Please provide the following information about your participation in any professional learning and development to date.

Qualification/Course/Activity	Institution/Organisation	Location	Length of course	Year completed

Continue on a separate sheet if needed.

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5. Service Description

A comprehensive Induction and Mentoring Plan includes:

- Location and frequency of meetings with mentor. For example, will these be weekly, fortnightly, formal/informal and who will be responsible for recording the discussions and outcomes of these meetings etc.
- Location and dates of proposed observations of teaching practice. These observations could vary to include a broad range of perspectives and experiences, i.e. from a quick snap shot through to an hour or longer observation, videoed observations of your classroom, and/or team teaching observations etc.
- Expectations/intentions for self-reflection, teaching as inquiry. For example, will you participate in a school/centre/kura-wide inquiry or focus on an individualised inquiry where your evidence is gathered across the setting where you teach.
- How the *Standards for the Teaching Profession* is integrated into the programme. This should include details on how this will be evidenced. For example, you could curate an interactive blog, e-portfolio, or journal where your mentors/colleagues can easily contribute.
- Specific details about the professional development you intend to complete over the upcoming year of induction and mentoring and cover the range of education settings where you'll be teaching. This could include the names of actual workshops/courses, or excerpts from reflective journal entries regarding implementation of strategies following courses or professional readings undertaken.

Examples of suitable professional development activities could be any of the following:

- Continuing education in teaching, or in your teaching subject(s), through:
 - Workshops, seminars and conferences, or
 - Tertiary courses
 - Professional reading
 - Professional development contracts
- Relevant research-based activities, such as:
 - Action research
 - Developing a new programme
- Writing or producing an educational book, article or resource
- Directly assisting other teachers or student teachers by, for example, being:
 - A student teacher mentor or associate teacher
 - A curriculum leader within a learning centre
 - An advisor or resource person
- Professional activities such as:
 - Co-operative planning, review and programme development with colleagues, or
 - Active participation in subject associations or education organisations
- Any other relevant information about how the programme will be carried out.

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Induction and mentoring programmes should:

- be tailored to individual needs and agreed with the Teacher, Mentor and professional leader
- include regular observations of teaching practice and opportunities for the Teacher to observe their colleagues, including the Mentor
- have time for 'learning conversations' where the Mentor provides feedback and facilitates critical reflection by the Teacher on their practice
- be part of wider professional development and learning available to all staff
- include access to external networks and professional development opportunities
- provide opportunities to collect evidence of progress towards meeting the registration standards in the *Standards for the Teaching Profession*
- be resourced appropriately and meet the contractual obligations of the employer
- have formal written records documenting professional discussions, observations and feedback, critical reflections on data by the Teacher and any other professional development.

For more information on high-quality, intensive induction and mentoring please see the [Guidelines for Induction and Mentoring and Mentor Teachers](#), available on the Council website.

6. Induction and Mentoring Outcomes for Provisionally Certificated Relief Teacher or Part-Time Teacher or Itinerant Teacher of Music

IMPORTANT: Please include a term by term plan of the induction and mentoring programme to record when the following activities and elements will take place:

- evidence of informed **reflection** completed by the Teacher on their developing professional relationships, values and knowledge informed practice (framed by the *Practising Teacher Criteria*), and linking reflection to evidence of student achievement;
- observations** of the Teacher's practice and opportunities for the teacher to observe teaching;
- 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*; and
- evidence of engagement in, and reflection on **professional learning and development** opportunities.

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Appendix A - Framework Tuakana Teina

Proposed Timeline/Structure for Pou Tautoko/Mentor and Pia/PCT Tuakana Teina Meetings

The programme for a pia/PCT will be developed based on individual needs, which can be established after the first few meetings.

It is proposed that there are two hours of face-to-face meetings per week. This may be geographically dependent and, if there is a situation where someone is isolated, contingencies will be put in place according to the individual circumstances. There is also an allocation of one hour per week for the pou tautoko/mentor to complete preparation/follow-ups/emails/reports/reflection or other forms of communication. This is a total of three hours per week per pia/PCT.

It is critical for a pia/PCT to have knowledge of the Code and Standards. If this is not the case, some time will need to be set aside to work with them on this. Initial meetings using the template *Initial Conversations for Learning and Next Steps*, essentially a needs analysis, are based on the Values which underpin Our Code, Our Standards. Some pia/PCTs may also need more time learning about effective inquiry into their practice too, therefore, the weekly structure below will be altered to suit the individual pia/PCT.

Week	Focus for the week	Meeting includes but is not limited to:	Follow -up may include but is not limited to:
1-2 ⁺	Developing a relationship, and the foundation of trust and respect, to enable development of goals/outcomes and therefore the focus of future meetings	<p>Introducing... template (both mentor and mentee fill in prior to the first meeting).</p> <p>Revise the MOU (Memorandum of Understanding) and clarify roles in the relationship.</p> <p><i>Initial Conversations for Learning and Next Steps</i>, i.e. needs analysis – discussed in first meetings.</p> <p>Homework: <i>Quality Practice Template</i> (QPT) on Council website – pou tautoko/mentor may need to go over this if it is not already used in educational setting.</p> <p><i>Te timatangta o te matauranga ko te wahangū</i> <i>Te wahange tuarua ko te whakarongo</i></p> <p>The first stage of learning is the silence The second is the listening</p>	<p>Communication and support related to the QPT</p> <p>Process the Initial Conversations information and make notes on ideas to discuss re: programme</p> <p>Check in with centre leader/Principal – develop open, respectful relationship</p> <p>PCT to complete QPT</p>

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Week	Focus for the week	Meeting includes but is not limited to:	Follow -up may include but is not limited to:
2/3 ⁺	<p>Templates/Paper Work and Links to Naturally Occurring Evidence plus Our Code our Standards</p>	<p>Discussion of the QPT. Ideally this is completed collaboratively within the educational setting but an individual PCT can adjust to suit their own practices.</p> <p>Further discussion/clarification of <i>Initial Conversations for Learning and Next Steps</i> and links to QPT to enable co-construction of the programme for pia/PCT. Teaching as Inquiry (TAI)/learning goals fall out of this programme. Short term = weeks, and long term = 'terms' (periods of 10-12 weeks in ECE). These timeframes link to the Milestone Report.</p> <p>Milestone Report - show the PCT the end of term Milestone template as a guide to what actions the PCT needs to engage in on a regular basis and make links to their programme. You can refer to this but it is not needed for some weeks.</p> <p>Discussion on what evidence includes/looks like. Naturally occurring evidence will fall out of TAI/ learning goals once this is set up (possibly after observation).</p> <p>Organise an observation time for the next week or so. Observation is based on evidence (otherwise it is just an opinion).</p> <p><i>"The key for the school leader is to recognize that it is not necessary to force teachers into a new style in order to become something they are not; rather it is essential to harness teachers' strengths within their respective style by maximising their repertoire of strategies and approaches to meet the needs of all learners."</i> John Falino Principal Dobbs Ferry HS New York</p>	<p>Exemplars for PCT to read in between meetings</p> <p>Time may need to be set aside for further work on Our Code Our Standards</p> <p>Confirm observation time</p> <p>PCT consider focus for goals/TAI to discuss at the next meeting.</p>
4	<p>Ongoing as above, plus complete log</p>	<p>Send completed Monthly Meeting/Communication Log and Progressive Feedback to Charmaine.Nelson@educationcouncil.org.nz</p> <p>Both mentor and PCT should do this separately and in confidence.</p> <p>Mentor to submit their monthly invoice to finance@educationcouncil.org.nz</p>	

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Week	Focus for the week	Meeting includes but is not limited to:	Follow -up may include but is not limited to:
3/4	Observation #1	<p>Pre-observation meeting.</p> <p>Using effective questions, focussed on outcomes for learners, have a discussion about the focus of observation. Agreed areas of focus are co-constructed. These should be linked to TAI/learning goals and back to the Standards.</p> <p>PCT provides unit/lesson plan/focus of teaching and learning and related expected learning outcomes.</p> <p>Lesson observation/teaching and learning observation, including evidence gathering, occurs.</p> <p>Follow up meeting on observation (give time for PCT to reflect prior to this meeting). Discussion of evidence and strengths/weaknesses. Mentor identifies/gets a feel for the teaching and learning practices of PCT. Feedback from mentor after PCT has reflected and given their own feedback. Links made to foci/inquiry/goals/standards.</p> <p><i>“Many teachers have been victims of an observation, supervision, and evaluation process in which the observation was something done to, rather than with, them. This is a shame and represents an enormous missed opportunity.”</i> Charlotte Danielson – Observing Classroom Practice</p>	Reflection of lesson observation by both mentor and PCT.
4/5	Teaching as Inquiry/Goal setting	<p>Developing TAI/learning goals related to the unique educational setting/PCTs goals.</p> <p>Collation and analysis of evidence related to the cycle of TAI/learning goals progress. Links made to the Standards and naturally occurring evidence.</p>	*Week 3 and 4 may be reversed if mentor feels more time is needed establishing the relationship.

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Week	Focus for the week	Meeting includes but is not limited to:	Follow -up may include but is not limited to:
5 6 7 8	Support PCT in progression in TAI/ learning goals and collection and reflection of naturally occurring evidence	<p>Identify any PLD relevant for the PCT.</p> <p>Provide professional readings and research.</p> <p>Supports the PCT to: collect, collate and reflect on naturally occurring evidence (linked to TAI/ learning goal).</p> <p>Support PCT in areas of focus e.g. time management, paperwork, resource development, behaviour management, application of ITE theory into practice etc.</p> <p>Further full or partial observations on teaching and learning with mutually agreed focus prior to the observation.</p> <p>Collect student voice linked to TAI/learning goal. Use this as evidence in analysis. Consider collecting whānau voice too.</p> <p>Encourage PCT to continue reflective practice, collection and collation of naturally occurring evidence. Revisit goals/TAI regularly.</p>	PCT completes first side of the Milestone report template in preparation for meeting (in approx. week 9)
9/10	Milestone 1 completion	<p>Milestone 1 meeting.</p> <p>Mentor makes discussion notes/next steps on report template.</p>	Reflect on possible priorities for the next cycle/term.
10/11	Milestone 1 submission by mentor	Consider programme for next cycle/term.	