

**TEACHING COUNCIL**

NEW ZEALAND | Matatū Aotearoa

# Our path to the future

Strategic Plan 2019 to 2024  
Refresh





## **Matatū Aotearoa**

comes from the words  
mata/face and tū/to stand.

## **Matatū to stand up and take notice;**

to ensure you are alert so you can  
take on the challenges that appear  
before you and that you are aware  
of your surroundings by looking in  
all directions, not just one.

Our design represents the many  
pathways an individual takes to  
seek knowledge – being aware of  
the various environments, taking on  
the challenges along the way and  
striving to be the best they can be.  
With knowledge comes learning;  
with learning comes expertise; with  
expertise comes the ability to teach  
and pass on the knowledge to  
guide those who follow.



**Chair Teaching Council**  
**Barbara Ala'alatoa**

## **E ngā pouako o Aotearoa tēna koutou katoa i runga i ngā āhuatanga o te wā.**

The Strategic Plan for 2019-2022 is the second since the creation of this organisation, which started as the Education Council and is now the Teaching Council of Aotearoa New Zealand. The law requires that the Council consult on and publish a Strategic Plan at least every three years. This Plan updates and refreshes the last plan, keeping the same direction that was established at the beginning of the period. This will enable the newly elected and appointed Board to have time to come together and work with the profession on any shift in direction they propose.

Ngā mihi nui,

A handwritten signature in black ink, appearing to read 'Barbara Ala'alatoa'.

Barbara



## REFLECTION ON LAST STRATEGIC PLAN

We have learned a lot in this last three years about the value a professional body plays in our system. We believe teachers and leaders are the most significant change agents in our early childhood centres, kura and schools. Building and sustaining this professional capital is the essence of a profession-led system. It was this concept that led to the establishment of the Council as an independent body with broad professional functions, to provide direction and leadership and to lift the status of the profession.

The Council was mandated with statutory functions to enable the teaching profession to self-manage, strengthen teachers' accountability for their performance, improve the quality of their practice and provide direction for future teaching and learning. Over the past three years we have worked alongside the profession to build the professional identity of teachers, leaders and teacher educators and to support excellence in teaching, initial teacher education and educational leadership.

We have done this by developing, with teachers, professional expectations and values to describe who we are as a profession. The aim has been to shape a self-regulating profession which demands the highest standards and behaviours of itself. The Council has fostered this professionalism by developing the Code of Professional Responsibility and the Standards for the Teaching Profession, which describe the expectations for being a teacher in Aotearoa New Zealand, and the Leadership Strategy for the Teaching Profession, which promotes leadership at all levels in all settings.

When supported by leaders, clusters and networks of learning, the Code, Standards and Leadership Strategy have the potential to build professional capital in our system and inspire new ways of responding to diverse learners. While this work is still in the early stages, we believe it will go a long way to addressing the inequities we grapple with in education. The challenge now is to build and sustain conditions for developing high-quality professionals who reflect the public interest in educational outcomes.

We have made other significant advances, including developing proposals to improve initial teacher education, moving renewal of practising certificates online as a precursor to doing much of our business electronically, and reviewing English language proficiency for teachers.

As the only organisation that engages early childhood and school education in Māori and English mediums and with a direct link to every one of our 136,000 registered teachers, the Council strengthens a connected system that supports teaching quality across all settings. Building a strong professional body where teachers connect with each other will enable teachers to be seen as the experts of education that they are. We will continue to focus on this, for example by developing a secure online discussion forum for teachers.

These goals are challenging and important, and the profession worked with us to determine them. The goals represent an ambitious agenda. The Council has made good progress in its first three years, however we have acknowledged there is still considerably more to be achieved. Focusing on them will ensure we meet our statutory purpose of ensuring safe and high-quality leadership, teaching, and learning for children and young people.

This Strategic Plan provides our proposed direction for the next three years and the activities we plan next to achieve those goals.



## OUR VISION

The Teaching Council will enable and support leadership by the profession to maximise the success of every learner in Aotearoa through highly effective leadership and teaching.

## OUR PROFESSION

These goals and actions have been chosen to build and sustain teachers and leaders as change agents in our education system.

### ACTIONS

- Strengthen a self managing profession
- Build professional capability
- Enable leadership of a coherent, high-performing education system
- Speak out and speak up for the profession
- Enhance our organisation's effectiveness

MAXIMISE  
THE SUCCESS  
OF EVERY  
**LEARNER**  
THROUGH HIGHLY  
EFFECTIVE  
LEADERSHIP AND  
TEACHING

### GOALS

- Collective responsibility for the learner journey and equitable outcomes for every learner
- Consistent high quality teaching and leadership within and across learning environments
- Every teacher and leader embraces improvement, innovation and change
- Champion the profession

## OUR SERVICE PROMISE

### COLLABORATION

Working in partnership with the profession and in accordance with the principles of Te Tiriti o Waitangi

### LEADERSHIP OF THE PROFESSION

Building on our foundational frameworks

### EQUITY

Working to maximise success for all learners

### RESPECT

Listening to all members of the profession, and debating and discussing important issues with them

### INCLUSIVENESS

Working across diverse teaching and learning communities

### ACCOUNTABILITY

Acting in the public interest

### TRANSPARENCY

Communicating ideas, solutions and outcomes

### GROWTH AND EMPOWERMENT

Strengthening a self-managing profession and raising its status

### CULTURAL COMPETENCE

Demonstrating cultural competence in our work and being agents of change for better outcomes for Māori and Pasifika learners



## ACTIONS AND OUTCOMES

ACTION AREAS	WHAT WE ARE GOING TO DO NEXT	INTERMEDIATE/ KEY OUTCOMES
<b>STRENGTHEN A SELF-MANAGING PROFESSION</b>		
Build public confidence in the Council's identification and management of compliance, conduct or impairment concerns.	<p>Publish competence and conduct issues, including those that we are not legally required to.</p> <p>Enhance decision-making process to improve timeliness.</p>	The teaching profession has the trust and confidence of parents and communities.
In collaboration with the profession, set expectations for professional responsibility and conduct.	<p>Expand ways to promote and educate teachers on the Code of Responsibility to increase awareness and commitment.</p> <p>Empower teachers to have conversations with each other about the code in day to day practice.</p> <p>Facilitate opportunities for learning across the profession.</p>	Teaching professionals willingly meet and model the responsibilities and behaviours as set out in the new Code
Promote collective responsibility for our diverse learners.	<p>Support schools and centres to embed the standards in their appraisal processes and teaching practice.</p> <p>Disseminate best practice resources.</p> <p>Develop approach to help teachers understand how the standards and appraisals can impact positively on every diverse learner.</p>	The teaching profession takes collective responsibility for equitable outcomes for every learner.
<b>BUILD PROFESSIONAL CAPABILITY</b>		
Register, certificate or authorise teachers.	<p>Implement new principle- based registration and certification policy.</p> <p>Enhance the process to move progressively online and provide a greater level of multi-channel support to applicants.</p>	All teachers entering or currently teaching meet the minimum quality standards of the profession.
Build strong collaborative relationships across the profession and across all parts of the sector, that strengthen practice.	<p>Establish framework to set research priorities and commission partners to undertake research.</p> <p>Implement a range of channels e.g. workshops, articles, webinars and modules to disseminate research to teachers.</p> <p>Design a range of mechanisms to enable teachers to connect with each other in a professional and safe environment.</p> <p>Identify topical issues and facilitate targeted conversations, involving teachers as knowledge leaders.</p>	<p>Teachers are up to date with the latest thinking in teaching best practice.</p> <p>Teachers are part of an active ongoing professional community.</p>
Support and develop effective high quality practice across teaching career pathways, including selection, initial teacher education and ongoing development.	<p>Continue review and implementation of new ITE system to ensure graduates are well prepared to practice.</p> <p>Provide targeted professional learning to support the journey to meet the Standards.</p> <p>Build teachers' evaluative capability to ensure teachers understand how the Standards inform the relationship between their practice and outcomes for learners.</p>	There is consistent high quality teaching within and across learning environments.



ACTION AREAS	WHAT WE ARE GOING TO DO NEXT	INTERMEDIATE/ KEY OUTCOMES
<b>ENABLE LEADERSHIP OF A COHERENT, HIGH-PERFORMING EDUCATION SYSTEM</b>		
Support and grow leaders and leadership across the profession.	Bring together stewardship groups to govern the implementation of the <i>Leadership Strategy</i> .	There is consistent high-quality leadership within and across learning environments.
Enable leadership for ongoing improvement, innovation and transformation that will open up new ways for the system to support and enhance learning.	<p>Establish partnerships, communities and networks enabling leaders to engage with each other on systems level thinking.</p> <p>Build credible, sustainable and diverse relationships to encourage people to engage with the Council on professional system issues.</p> <p>Work with others to influence the education system to trust and value the profession.</p>	Every leader embraces improvement, innovation and change.
<b>SPEAK OUT AND SPEAK UP FOR THE PROFESSION</b>		
Listen to what matters to teachers.	<p>Systematically scan for topical issues.</p> <p>Develop channels to drive discussions within the profession on what is important to teachers.</p>	The teaching profession speaks with a collective voice.
Build public confidence and awareness of the role of the profession.	<p>Promote positive stories about teachers.</p> <p>Proactively shape stories which resonate with members.</p>	The positive perception of teachers is strengthened through informative useful information seeded in the mainstream media.
Build the confidence of the profession in the value we deliver to members.	<p>All our services support teachers to live the professional values.</p> <p>Develop mechanisms to promote the Council as the professional body and get buy-in from the profession.</p>	The organisation has the trust and confidence of its members (teachers) and the public to undertake its role.
<b>ENHANCE OUR ORGANISATION'S EFFECTIVENESS</b>		
Improve our organisation's effectiveness and responsiveness to teacher needs.	<p>Create a Te Tiriti o Waitangi strategy to enable the organisation to walk in a te ao Māori world and a Pakeha world.</p> <p>Enhance our technology, knowledge, tools and service culture to deliver first class service to teachers.</p>	The organisation is agile and responsive to the needs of the profession and easy to engage with.



## WELLBEING

The Government goals for education are based on the belief that every child, regardless of their ability or disability, their culture or their family background, deserves a great education that sets them up for life. They see education as the foundation for a strong and healthy country, influencing the scale of our country's human and social capitals, and as the foundation for a strong economy. The teaching profession is at the heart of achieving these goals. Wellbeing for infants, children, young people, teachers and communities is central to our values, Our Code and Our Standards. The goals and actions throughout this Plan will support and lift the wellbeing of New Zealanders.

