

Council Paper

Item 2.2
Council Meeting
16/06/22

SUBJECT:	Strategic Plan 2022-2027 – Analysis and summary of consultation feedback
TO:	Members of the Governing Council
FROM:	Pauline Barnes, Deputy Chief Executive Professional Services, and Acting Chief Executive
PREPARED BY:	Julia Tinga – Senior Analyst, Policy and Implementation Team
FOR:	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Approval

Recommendations

It is recommended that the Governing Council:

1. **Notes** the high-level summary of responses and analysis of feedback
2. **Notes** the recommended changes to the draft text of the strategic plan are presented in the paper for Item 3.

Purpose

1. The purpose of this paper is to summarise the feedback received in response to our consultation process for the refreshed strategic plan for the next five years 2022 to 2027.

Background

2. As noted in the timeline paper, a brief consultation process sought comment from teachers, government agencies, peak bodies/key stakeholders and the wider public, in accordance with Council's legislative obligations of the Education and Training Act 2020(s483(1)).
3. The current strategic plan "[Our Path to the Future 2019–2024](#)" was published by the newly established Teaching Council in June 2019, following consultation with the sector. It noted progress over the previous three years and concluded that the goals and actions were largely sound. The vision was strengthened, and additional activities were developed to reflect new priorities identified through consultation with the sector. The review was therefore a "light touch" and referred to as a 'refresh' of the first plan.
4. In a similar vein, Governing Council is of the view that the current strategic plan remains relevant in both its longer-term aspirations and in the medium and shorter-term priority actions and activities.
5. Reflecting this view and recognising the 'consultation fatigue' and the ongoing COVID-related stress on the profession, it resolved that another 'light-touch' refresh be undertaken.
6. Some recommendations for new or amended areas of focus and priorities had been received through the pre-consultation on fees and levies and through stakeholder contact. Those amendments were reflected in the draft strategic plan sent out for consultation.
7. The online survey asked three broad questions:
 - (a) Overall, do you think the vision, goals, priorities and service promise are about right? (With Yes/No/Unsure), and What would you add or take away?
 - (b) Do the priority actions and activities look about right? (Yes/No/Unsure), and What would you add or take away?
 - (c) Any other comments?
8. A high-level summary of the consultation feedback follows. More detailed feedback analysis is in Appendix 1, including a link to the survey dashboard where the verbatim comments can be read.

Consultation approach

9. Due to time constraints and reflecting the light-touch approach, consultation was predominantly online, circulated through email to all registered teachers and key stakeholders, and to the wider sector and general public via social media (Facebook and Instagram).
10. Governing Council Advisory Board Chairs convened seven online hui to give participants background to the consultation and to collect their views. Council's Executive Team also discussed the consultation content and process in their scheduled meetings with key stakeholders, including: Post Primary Teachers' Association, NZEI | Te Riu Roa, New Zealand Principal's Federation, Te Akatea (New Zealand Māori Principals' Association).
11. In addition, the Minister, the Ministry of Education, New Zealand Qualifications Authority, and the Office for Disability Issues, were advised of the consultation and invited to make a submission or to directly contact Council staff.

Discussion

High level summary of consultation feedback

3. A majority of online submissions did not support the vision, goals priorities and service promise (57%), or the priority actions and activities (52%). Caution is needed in taking these results at face value however, as a large proportion of the free-text responses referred to fees and levies and related comments about reducing the Council's mandate, both of which were outside the scope of the consultation. These comments therefore tend to skew the response to the negative.
4. The overall feedback is quite polarised: at one end a lack of support and strong negative response to a perception that the Council is exceeding its mandate, and at the other end, strong support for the work of the Council and a desire to strengthen or enhance its work in some areas.
5. This suggests several things:
 - the extended fees and levies consultation process may have contributed to a generally negative response (especially from online submitters)
 - there appears to be a lack of understanding of the scope of the Council's mandated responsibilities beyond registration and certification (especially amongst those who were strongly negative in their views); the link between Council's mandated functions and the elements of the draft strategic plan may therefore not have been apparent
 - the differentiation of roles and responsibilities between Council, the Ministry of Education, professional associations and unions is also not clear for many.
6. If the largely negative commentary around fees, and levies and reducing the Council's mandate can be set aside on the basis that it is not directly related to the content of the Strategic Plan (or is incorrect or a misunderstanding of our mandate), there was relatively little commentary on the proposed draft plan from the online submissions.
7. The seven hui held by Advisory Group Chairs were mostly strongly in support of the draft Strategic Plan, suggesting those who were more engaged with the Council's work had a more positive view.
8. The feedback appears to endorse the Council's decision to undertake only a light-touch review on the basis that the current plan is largely sound.
9. Appendix One sets out the feedback analysis in more detail. Governing Council members can also access the online feedback directly through this link, clicking on the visual representations to see the individual comments.

<https://report.publicvoice.co.nz/app/dashboards/p-31bdfcb3-fe43-4412-b6eb-17929be26b13>

Substantive points to be addressed in refreshed plan

10. Paper 3 proposes the suggested wording changes to specific parts of the draft strategic plan for Council's decision.

Next steps

11. Once the new Strategic Plan 2022–2027 is published, we intend to share with the Secretary of Education feedback received during the consultation period that reflects the concerns of the profession, key stakeholders and the public but sit outside the Council | Matatū mandate, such as kaiako : ākongā ratios, pay-rates and relativities, and access to teacher aides.
12. In a similar vein, we also intend to respond to the PPTA and NZEI | Te Rui Roa acknowledging their input and discussing further our response.

Comprehensive analysis of online submissions and other feedback

What was in the consultation pack?

11. The Draft Strategic Plan 2022–2027, supporting information (including Matatū Aotearoa’s legislated functions, approach to the consultation, and narrative around the place of the strategic plan within Te Whare o te Matatū), and a link to the current strategic plan were provided on Council’s news webpages together with a link to an online survey.
12. There were six questions in the online survey asking:
 - 1) Overall, do you think the vision, goals, priorities and service promise of the draft Strategic Plan are about right? (Yes/No/Unsure)
 - 2) What would you add or take away? (free text)
 - 3) Do the priority actions and activities look about right? (Yes/No/Unsure)
 - 4) What should be added? (free text)
 - 5) What should be taken away? (free text)
 - 6) Any other general comments? (free text).
13. A total of 246 online survey responses were received, along with ten e-mailed submissions, plus written submissions from the PPTA, NZEI, Te Rito Maioha. In addition, seven meetings were hosted by Governing Council Advisory Board Chairs. Feedback was also received from the New Zealand Qualifications Authority.

Online survey findings

14. The response rate was much higher than for the consultation on the 2019 draft strategic plan when only around 20 submissions were received. The higher response rate this time seems likely to have been prompted by the fees and levies consultation rounds (and a large chunk of the responses were related to those issues).
15. The largest respondent group was from the secondary sector (63%), followed by primary (23%), Māori medium (14%), early childhood (13.6%) and intermediate (11.2%)¹.
16. Kaiako made up the majority of respondents at 80 percent, followed by principals or professional leaders at 14.5 percent. Relief teachers and teacher educators were around five percent each, with 2.5 percent indicating they were representing a union.

Question 1: Overall, do the vision, goals, priorities and service promise look about right?

17. Responses to Question 1 show the majority of the 242 respondents who answered this question did not think the vision, goals, priorities and service promise looked about right:
 - (a) Yes = 31.4%
 - (b) No = 57%
 - (c) Unsure = 11.6%
18. Caution is needed in taking these results at face value however, as a large proportion of the free-text responses referred to fees and levies and related comments about reducing the role and mandate of the Council (i.e.. many comments suggested the Council was seeking to expand its role

¹ Percentages add to more than 100 in paragraphs 16 and 17 because people may be in more than one category.

and therefore needed to increase fees). These comments therefore tend to skew the response to the negative.

19. Many responses referred to issues outside the Council's remit, such as teacher-pupil ratios, curriculum content, lack of teachers in maths and science, deployment of teacher aides and support staff, teacher recruitment, payrates - especially for those in the early childhood sector - and classroom size and décor.

Question 2: What would you add or take away? Free text comments

20. Responses to Question 2 shed some light on the response to Question 1. By far the largest number of responses related to concerns about the Council's mandate. Common themes repeating responses to the fees and levies consultation include:

- (a) the Council should only be involved in registration, certification and disciplinary matters
- (b) the Council is straying beyond its mandate and therefore seeking increased fees from teachers
- (c) government should pay teachers' fees.

21. Suggestions for what should be removed overwhelmingly noted:

- (a) the Council should not be involved in leadership or professional development
- (b) the Council should not presume to speak up for the profession
- (c) remove any focus on wellbeing or unteach racism
- (d) remove the reference to whānau in our suggested use of tamariki/rangatahi/whānau in place of learner | ākongā (discussed further later in the paper).

22. Suggestions for adding elements included:

- clarifying the role of the Council
- increasing and clarifying the focus on wellbeing
- building awareness of, and supporting professional connection and practice

23. Some sample comments are provided for illustrative purposes in Table 1 below.

Table 1: Vision, Goals, Priorities and Service Promise – are they about right?

Theme	Feedback examples – verbatim quotes
Role/mandate of Council	<p><i>It should relate only to the Teaching Council's legislated remit, which is far narrower in scope than the activities outlined in this strategic plan.</i></p> <p><i>You are not the voice of or for teachers you are an administrative body that oversees professional (sic) standards are maintained. You do not set those standards or speak for the profession.</i></p> <p><i>Take away everything except - Register, certificate, or authorise teachers Kaiako.</i></p> <p><i>It's not necessary for you to "speak with, speak out, and speak up for the profession"...that's why we have the PPTA.</i></p> <p><i>I would take away anything and everything that is not to do with your core role: teacher registration and competency. All other areas are not needed, not wanted, and causing unnecessary increases to registration fees. No leadership space. No PD provision. None of the other rubbish. This is ALL already provided by others, in a better way.</i></p> <p><i>It would also be nice to know what the TC actually does. I know it produces documents to determine teacher competency, and I have heard that they look into unprofessional teacher conduct, but I have no idea why this can't be done by the Ministry and police, who are also very active in these areas. Explain to teachers what ACTIVE things you are doing to actually help the</i></p>

	<i>profession, outside of the resources and assistance we get from our own professional platforms, the PPTA, the Ministry of Ed, etc</i>
What should be added	<p><i>Maybe adding something about teacher wellbeing. As many teachers are getting burnt out especially after the last two years with covid.</i></p> <p><i>A clear link has to be made between what the Te Tiriti o Waitangi states about education and how the Teachers Council interprets this statement.</i></p> <p><i>Continue to explore mechanisms to enable teachers kaiako to connect with each other in a professional and safe environment Change to - Create or facilitate mechanisms to enable teachers/kaiako to connect with each other in a professional and safe environment. (I haven't seen anything like this happening recently) .</i></p>
What should be taken away	<p><i>Leadership space, unteach racism and workshops are not core business and represent extra cost imposed on teachers through mission creep that was not asked for and so they should be removed. Stick to core business and do it efficiently.</i></p> <p><i>Nearly all of this - why do I need to pay for this. All we want to pay for is the cost of registration not all the add on stuff that you want to do - How can you build confidence in the profession when we don't have confidence in you. _ You cannot speak for us - you dont know us, we have little representation - we are better off with the PPTA - We do we want to pay for leadership training - Our Union does most of the things you want to do. You need to build trust. You cant represent us. _ if we are to be self managing - why do we need the TC.</i></p>

Questions 3-5: Priority actions and activities.

24. This set of questions asked whether the suggested priority actions and activities looked about right, and what might be added or taken away.
25. Again, the majority indicated in the negative:
 - (a) Yes = 33.9%
 - (b) No = 52.3%
 - (c) Unsure = 13.8%.
26. A greater focus on teacher well-being, a specific focus on the needs of children with disabilities, and support for opening up pathways for Pacific language speakers were common themes in the positive comments. Some respondents also wanted ????
27. On the negative side there were concerns that there are too many priority actions and activities again suggesting a need to reduce the Council's mandated functions, and repeating the concerns identified by the ██████. Several of the respondents listed all the new items added following consultation with the sector as needing to be removed.
28. Some respondents felt that much of the work falling under the Council's remit could be done by other parts of the sector, such as the Ministry of Education, or through national and local school networks.
29. Table 2 on the next page illustrates some typical responses to these questions.

Table 2: Themes from responses to Questions 3-5

Questions 3, 4, 5: Priority Actions and Activities, do you generally support; what would you add or take away	
Theme	Feedback examples – verbatim quotes
Support	<p><i>We support the development of pathways for Pacific language teachers /kaiako. We are excited to hear about the proposed scope of practice work that would acknowledge kaiako with specialist skill sets including languages or cultural practices. We request that the Teaching Council continues to talk with the sector as this work progresses.</i></p> <p><i>PLD requirements of teachers and principals and education administrators in TESOL, Māori Ed, Pasifika Ed, Diversity and Inclusive learners.</i></p>
Don't support	<p><i>As a teacher paying to support the running of the Teaching Council, I would like the Strategic Plan to reflect the legislated mandate and not more. This draft Strategic Plan oversteps this. In order to build confidence in the council, the addition of 'new activities' cannot simply be supported by 'calls from the profession'.</i></p>
What should be added	<p><i>I commend your 'unteach racism' campaign and resources. I would like to see an 'unteach ableism' campaign and resource be made available to teachers as ableism feeds into misunderstandings around inclusion and equity in schools.</i></p> <p><i>The Teaching Council needs to be more proactive with their value proposition and finding new ways to get their messages across to members. We ask could Hapori Mamatū (sic) Online Community be used for this purpose? This is crucial so the Teaching Council stays current with opinions and feelings in the profession. The Teaching Council needs to be able to represent the voice of kaiako to the Minister of Education and other government agencies.</i></p> <p><i>Disciplinary processes need to be revised so they align with the rights of the child. Exclusionary disciplinary practices are harmful and can further disengage learners, and intensify emotional distress.</i></p>
What should be taken away	<p><i>Remove any reference to changing of the wording from “learner” to “tamariki/rangatahi/whānau” - as the Council does not currently have, and should not presume to have any role that connects to whānau in student learning. The remit of the Teaching Council does not need to be expanded to cover whānau - and there is no reason at all to seek a legislative change</i></p> <p><i>Your priority is to trim down the extensions you have made re programs, leadership and go back to the roots for which you were established in the first place - the registering of fit teachers and discipline procedures of those who are not fit.</i></p> <p><i>There are too many - do a few things well and add specifics that are visible and are supported by action oriented statements. Where are the measurements - any good strategy will have these and it is a glaring omission that encourages the lack of accountability. Far too many 'continues' - why hasn't enough progress been made to change this language?</i></p> <p><i>Why is building public confidence in the council itself the very first thing listed? The council is not the profession, it should represent us. Build confidence in the profession by all means.</i></p>

Question 6: Any other comments

30. Most of the negative comments in this section repeated earlier comments and the largest response group again reflected a lack of awareness of the Council's mandated functions, for example, *"I believe your intentions are good, but we have to pay for them, hence the reason you'd hit us yearly with monetary increases if you could so as to finance your ambitions - ambitions we neither asked for or required as a profession."*
31. Again, many responses referred to the Council exceeding its mandated functions, particularly around leadership, professional development and speaking up for the profession. A focus on well-being is challenged as it is seen as the responsibility of the Ministry of Education. It also challenged the rationale for amending or adding actions following feedback from the sector (noted in the background documents).
32. Another particular concern was raised about the inclusion of whānau in our suggested replacement of learner | ākongā with tamariki/rangitahi/whānau on the basis that the reach into 'whānau' goes beyond the legislative requirement to focus on children and young people. Table 3 below shows the range of responses.

Table 3: Any other comments

Question 6: Any other comments	
Theme	Feedback examples – verbatim quotes
Support	<p><i>Thank you for the amazing mahi that has gone into this plan. The length is perfect making it realistic and 'doable'!</i></p> <p><i>The wellbeing statement is inspiring.</i></p> <p><i>The aspirations in this document are good. They just don't all sit with the Teaching Council. They sit with schools, and teachers, and teacher unions (which teachers tend to view as their professional bodies, responsible for PLD as well as industrial negotiations).</i></p> <p><i>Definitely believe it is important to grow awareness within the profession of the work of the Teaching Council and to be more visible in the daily lives of teachers in a positive way. Strategically the organisation can only thrive with the support of the people they represent.</i></p> <p><i>I am impressed with the plan. It has depth, is on point and very concise to manage yet far-reaching in the priority areas addressed. I like it and thank you. I assume that we see reviews come through on each of the areas to keep us updated with progress. Ka pai te Whanau</i></p>
Don't support	<p><i>You should only have one job - handle the paper work.</i></p> <p><i>You cannot expand your remit without proper legislation. Remove those sections accordingly. You should include a priority to gain the confidence of the teacher profession and how you will do that. Reassess the absolutely ridiculous cost increase of a teaching certificate (sic).</i></p> <p><i>You need to get back to basics. What do you exist for? You exist to ensure that competent teachers are in front of students and if not - a system to get them competent and if this is not possible - your job is to remove them from the teaching profession. We are a professional body of workers - we do not require babying, courses, pats on the back. You are trying to provide services that we either do not require or can get elsewhere and we shouldn't have to pay for this in our fees. Do not over-reach your purpose. And stop making more jobs for yourselves!</i></p>

Advisory Board Chairs meeting feedback

33. Perhaps not surprisingly, feedback from the seven sessions hosted by Advisory Board Chairs was largely positive. Participants were engaged and enthusiastic about the opportunity to have input to the development of the Strategic Plan and generally supported it in its draft form. Key issues arising from these sessions include:
- (a) overall support for the draft Strategic Plan and the work of the Council
 - (b) strong support for the proposals to examine pathways for Pacific language speakers, and a recognition of Pacific peoples as tangata moana
 - (c) strong support for a tikanga-based regulatory framework that safeguards all involved
 - (d) a strong desire to recognise the diverse needs of disabled tamariki/rangatahi and to ensure/enable teachers to access appropriate training and support.² Some also wanted to see disability be included in cultural competence requirements and strongly advocated for a focused approach to “Unteach Ableism”
 - (e) a view that it is premature to review the Code and Standards and would be inconsistent with our existing actions to continue work to embed them
 - (f) support for a focus on wellbeing of kaiako
 - (g) support for exploring scopes of practice to recognise differing expertise such as Pacific language and suggesting this also apply include experience with support tamariki/rangatahi with disabilities.
34. Some suggested the Council should be ‘marketed’ as the one place all in the teaching profession can connect to, create networking opportunities and do more to identify and share best practice, for example case-studies, guidance and vignettes focusing on particular topics, for example, managing COVID in the classroom, connecting with whānau.
35. There was praise for the Professional Growth Cycle approach, noting it focused on ‘improving’, rather than ‘proving’ competence. It was also noted that improved conduct processes and timelines would significantly lift the Council’s regard among kaiako.
36. Many comments were also outside the Council’s remit, such as recruitment of teachers and pay-rates, conditions for the early childhood sector staff, teacher-pupil ratios, and curriculum design.

Stakeholder/Peak body views

37. The [REDACTED] submission repeated its view that the Council is exceeding its mandated responsibilities. It questioned the inclusion of “whānau” where we replaced learner | ākongā with tamariki/rangatahi/whānau, noting that the purpose in our legislation refers only to children and young people. It questioned whether there is separate funding for leadership activity and challenged where some of the suggested changes in the draft plan had come from. The wellbeing statement was criticised as being an inappropriate adoption of government policy for a semi-autonomous entity.
38. Specific feedback on the content of the draft strategy was however relatively minor and constructive. However, there was a challenge that the Council “needs to address its assertion that the Ministry of Education is a racist institution” to ensure the relationship with it is sound.
39. [REDACTED] submission noted the strain and cost to the sector from repeated consultation (though acknowledged this was largely out of the Council’s hands). It wants to see a greater use of data to support different teacher groups, for example by looking at how provisionally certificated teachers could gain full certification. Its overall comments were broadly supportive, with

² And to ensure alignment with the United Nations Convention on the Rights of Persons with Disabilities.

constructive suggestions for wording changes, while noting that many actions in the strategy may be hard to measure. However, it also included suggestions that are potentially beyond the Council's remit, including advocating around resourcing for learning support and workload.

40. The [REDACTED] noted its view that the Council needed to get core services right – to be simple, easy to use and responsive. It supported strengthening capacity to lead inclusive teaching practices although it thought the most needful action was more resourcing to schools and recommended a return to a one-year diploma for specialist teaching. It repeated the view that current teacher training lacks sufficient classroom time and hands-on training.
41. [REDACTED] expressed some discomfort with the Unteach Racism programme seeing it as not strengths-based. It does not support a review of the Code and Standards at this stage, also noting that they are still confused with standards embedded in collective agreements. It recommends the Council is more transparent around competence and conduct processes and ensures that teachers are supported in these contexts.
42. [REDACTED] made a written submission supporting the draft strategic plan. It agreed that kaiako should be more engaged in their professional organisation which in its view was demonstrated by the lack of awareness of the Council's role evident during the fees and levies consultation. It wants to see alignment with the Education Workforce Strategy around “shaping a stronger education system with New Zealanders”, and “Quality teaching and leadership” endorsed work to develop pathways for enrolment for Pacific language speakers.
43. [REDACTED] requests best practice resources specifically for the early childhood sector, supports a focus on wellbeing, and is pleased that graduate teachers will be better supported in their first two years. It noted a review of the Code and Standards will be a large piece of work and wishes to be involved.
44. They support the new activity to strengthen the role mana plays in teaching and leadership but ask how it will be carried out. They endorse the action to build confidence of the profession and recommend Council be more proactive in finding ways to share its views and resources, noting Hapori Matatū could be a useful vehicle.
45. The [REDACTED] made a submission, primarily concerned with the need for teachers to support and advocate for tamariki/rangitahi with ADHD and autism (and their families) including to advocate for their access to medicines without being in breach of their professional boundaries, and for the Council to also take on this role.
46. The [REDACTED] noted no conflict with its work on international qualification assessment for teachers. [REDACTED]
47. [REDACTED] met with the Council Executive Team and staff expressing a desire for an ongoing relationship through which we can examine how the Strategic Plan can support its kaupapa – a focus on mana whenua and engagement with iwi – to ensure access to world-class education for Māori ākonga, and the resources and support for Māori principals to facilitate this.
48. No feedback was received from the Minister or Ministry of Education or the Office for Disability Issues at the time of writing, but we have been advised the Ministry will provide feedback.