

Our path to the future

Strategic Plan 2022–2027

30 June 2022



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

E ngā pouako o Aotearoa, tēnā koutou katoa i runga i ngā āhuatanga o te wā.

The house of the teaching profession—Te Whare o te Matatū— is a space and place where all are welcome. Here we build the mana, wellbeing | hauora, competence, and confidence of our teaching profession. In this way we support the profession to maximise the success of every ākonga in Aotearoa, through highly effective leadership and teaching, as reflected in our Strategic Plan 2022-2027.

As kaitiaki of the profession, we are responsible for nearly 150,000 teachers and professional leaders across the country, and it is our role to ensure the profession upholds *Our Code, Our Standards* | *Ngā Tikanga Matatika, Ngā Paerewa*.

Our house | te whare sits in Aotearoa New Zealand, and as such the Council acknowledges Te Tiriti o Waitangi as a cornerstone of our nation. Borne from this acknowledgement, the Council's work reflects these tikanga:

- everyone has an identity and belongs
- everyone is enabled
- everyone has mana
- everyone has a voice and a place and space to work together.



One of our functions is to steer the future direction of teaching; therefore, we have a bold vision to build on what has been achieved since 2019 to ensure the success of all tamariki and rangatahi. Working alongside the vision of this strategy is Te Rautaki Tiriti o Waitangi that aims to give effect to the mana of Te Tiriti to guide the way we work in the organisation, with the profession, within the wider education sector, and with our key influencers and stakeholders.

We acknowledge there will always be challenges, as the last two years have shown us, but even in challenging times we have achieved in many areas, including Initial Teacher Education (ITE), registration, conduct and competence, and the Professional Growth Cycle (PGC).

Te Whare o te Matatū sits alongside the many other whare within education. The success of the strategic plan is dependent on acknowledging each whare for its uniqueness, values, and contributions it makes. We also need an understanding of the wider context, including sector initiatives (for example, the upcoming curriculum changes), the support of our stakeholders, collaborators, and the profession, and we look forward to working with them to achieve our vision for the next five years.

We now look boldly to the future to continue the excellent work of the Council as a Te Tiriti-led, values-based organisation.

Mā whero, mā pango, ka oti ai te mahi!

Nicola Ngarewa

Nicola Ngarewa, Council Chair
Teaching Council of Aotearoa New Zealand

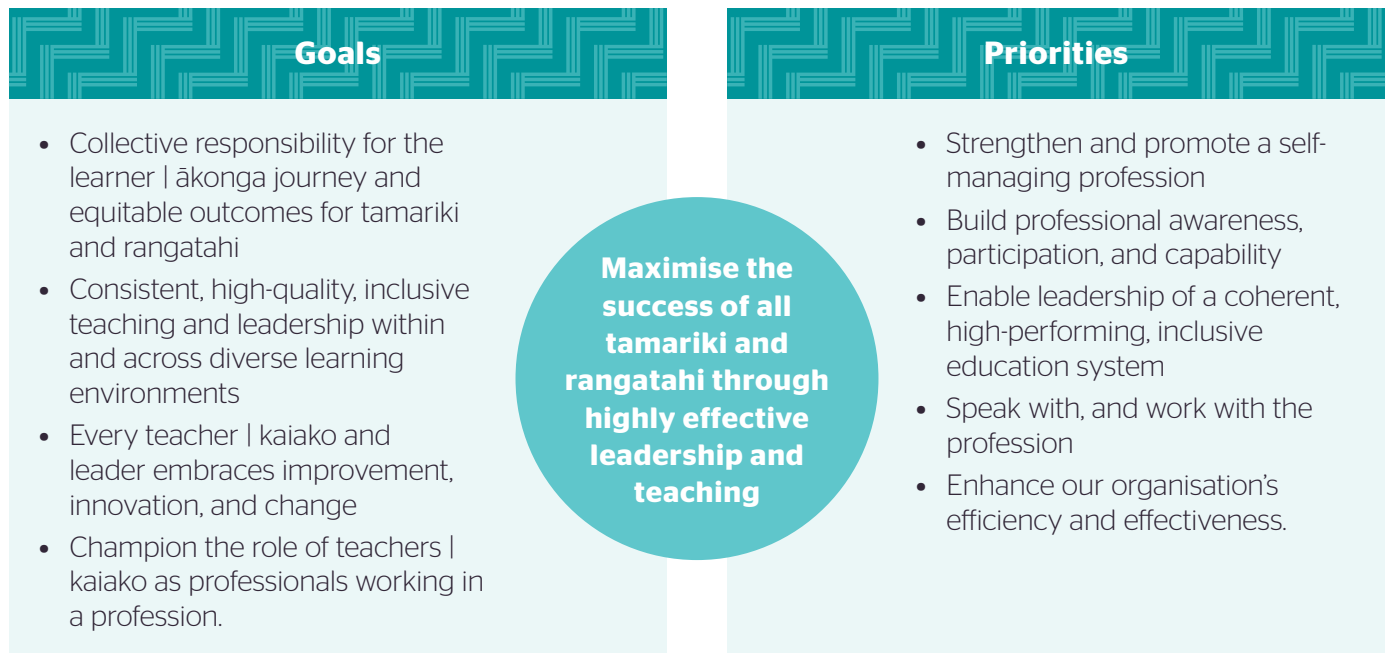


Our profession

The goals and priorities set out below have been chosen to fulfil the Council's purpose to ensure safe and high-quality leadership, teaching and learning, and raising the status of the profession. This sits alongside our day-to-day functions to support teacher | kaiako education, registration and certification, maintain professional standards, and manage disciplinary issues.

Our vision

Our vision is to maximise the success of all tamariki and rangatahi through highly effective leadership and teaching.



Our service promise

This section reflects our principles and values:

Tiriti-led	Working according to the principles of Te Tiriti o Waitangi and in partnership with the profession
Leadership within the Profession	Building on our foundational frameworks and facilitating professional engagement and development
Equity	Working to maximise the success for all tamariki and rangatahi
Respect	Listening to all members of the profession—engaging, communicating, and discussing important issues together
Inclusiveness	Working across diverse teaching and learning communities including disability groups and other tamariki and rangatahi facing challenges of being marginalised
Accountability	Acting in the public interest
Transparency	Communicating ideas, solutions, and outcomes across the profession
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 equitable outcomes for Māori, Pasifika, disabled, and other tamariki and rangatahi facing challenges of being marginalised

Priority Actions, Activities and Outcomes

Priority Actions	Activities: What we are going to do to get there	Why we are doing this – outcomes
Strengthen and promote a self-managing profession		
Build public confidence in the Council Matatū identification and management of competence	<p>Enhance decision-making processes to improve timeliness</p> <p>Work on approaches to support the development of a tikanga-based regulatory framework</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>Promote and educate teachers kaiako on the <i>Code</i> <i>Ngā Tikanga Matatika</i> to increase awareness and commitment</p> <p>Work with teachers kaiako to help them feel empowered to have conversations with each other about the <i>Code</i> <i>Ngā Tikanga Matatika</i> in day-to-day practice</p> <p>Facilitate opportunities to develop understanding across the profession of the <i>Code</i> <i>Ngā Tikanga and Standards</i> <i>Ngā Paerewa</i></p>	Teaching professionals willingly meet and model the responsibilities and behaviours as set out in the Code
Promote high quality learning for our diverse tamariki and rangatahi	<p>Support centres, schools, and kura to embed the <i>Standards</i> <i>Ngā Paerewa</i> in their Professional Growth Cycle processes and teaching practice</p> <p>Identify and share best practice resources with a focus on inclusive teaching practices</p> <p>Work to help teachers kaiako understand how the <i>Standards</i> <i>Ngā Paerewa</i> and the Professional Growth Cycle can support diverse groups of learners ākongā</p> <p>Develop pathways for Pacific language teachers kaiako seeking to teach in a range of education settings</p>	The teaching profession takes collective responsibility for equitable outcomes for tamariki and rangatahi, in accordance with the <i>Standards</i> <i>Ngā Paerewa</i>

Build professional awareness, participation and capability

Register, certificate, or authorise teachers kaiako	<p>Monitor implementation of the registration and certification policy</p> <p>Investigate the value of introducing scopes of practice to ensure fit-for-purpose registration, for example by recognising expertise in Pacific languages</p>	All teachers kaiako entering or currently teaching meet the minimum quality standards of the profession
Build strong collaborative relationships across the profession and foster continuing development that strengthens practice and supports hauora	Identify research priorities and work with partners to undertake and disseminate research and best practice in teaching	Teachers kaiako are up to date with the latest thinking in teaching best practice
	<p>Promote mechanisms to enable teachers kaiako to effectively participate in professional growth cycles</p> <p>Identify topical issues and facilitate targeted conversations, involving teachers kaiako as knowledge leaders</p>	Teachers kaiako are supported to be part of an active professional community
Support and develop effective high-quality practice across teaching career pathways, including selection, initial teacher kaiako education, and ongoing development	<p>Review implementation of the new ITE system to ensure graduates are well-prepared to practice</p> <p>Influence more robust systems that provide support to beginning teachers in the first two years following graduation</p> <p>Provide targeted professional learning to support using and meeting the <i>Standards Ngā Paerewa</i> in daily teaching practice, with a focus on developing capability in inclusive education practices</p> <p>Work with teachers kaiako to build their understanding of how the <i>Standards Ngā Paerewa</i> inform the relationship between their practice and outcomes for tamariki rangatahi whānau</p> <p>Review the <i>Code Ngā Tikanga Matatika</i> and <i>Standards Ngā Paerewa</i> within the next five years</p> <p>Build cross-sectoral collaboration to support the development and use of Unteach Racism kaupapa and resources</p>	There is consistent high-quality teaching within and across learning environments

Enable leadership within a coherent, high-performing education system¹

Support and grow leaders and leadership within and across the profession	Strengthen the teaching profession's understanding of the role mana and hauora wellbeing play in teaching and leadership	To support 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 and strengthen 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 engagement with Council Matatū on education system issues that affect the teaching profession</p>	Every leader embraces being part of a profession aiming for improvement, innovation, and change

Speak with, and work with the profession

Listen to what matters to teachers kaiako	<p>Engage with the profession on topical issues, including in the wider education sector and in day-to-day practice</p> <p>Develop communication channels to drive discussions within the profession on what is important to teachers kaiako</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 kaiako</p> <p>Proactively shape stories that resonate with the profession</p>	To enhance the positive perception of teachers kaiako as professionals
Build the confidence of the profession in the value we deliver to members	<p>All our services support teachers kaiako to reflect the professional values</p> <p>Develop mechanisms to engage the profession in the Council's work</p>	The organisation has the trust and confidence of its members (teachers kaiako) and the public to undertake its role

Enhance our organisation's effectiveness

Improve our organisation's effectiveness and responsiveness to teacher kaiako needs	<p>Continue with the next stage of implementation of Te Rautaki Tiriti o Waitangi, including a focus on organisational capability and relationship development with iwi/hapū and Māori stakeholder organisations</p> <p>Facilitate mana motuhake for Māori medium</p> <p>Develop and implement a Tiriti-based framework for policy development</p> <p>Enhance our technology, knowledge, tools, communication, and service culture to deliver first class service to teachers kaiako</p> <p>Find efficiencies and improve the effectiveness across the range of Council Matatū's work</p>	The organisation reflects our commitment to be Tiriti-led, responsive to the needs of the profession, easy to engage with, and fiscally responsible
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¹ Leadership activities are carried out with the approval of and funding from the Minister of Education



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