

# Development of the Strategic Plan 2024-2029 and summary of submissions

## A five-year strategic plan has been published with a new vision and new priorities

1. The Teaching Council of Aotearoa New Zealand (the Teaching Council) recently published the Strategic Plan 2024 - 2029 setting out its vision and five strategic priorities for the next five years. The priorities are aspirational and reflect areas where the Teaching Council wants to focus its attention to achieve a shift or lift in how it works with and for the profession.
2. This new vision and the priorities are a response to concerns raised by the teaching profession and sit over and above the critical day-to-day work of managing the core functions of kaiako | teacher registration and certification, conduct and competence processes, and overseeing initial teacher education.
3. The Strategic Plan 2024-2029 includes some 'examples in practice' that describe the types of activities to be undertaken in each priority area. These will be developed and reviewed each year as part of the Teaching Council's business plan and annual report processes. It also includes some expected longer-term outcomes that answer the questions: 'what difference will this make' or 'how we will know if we've made progress'. You can read the new plan here: [Strategic Plan 2024-2029](#).

## Why now? Review of the strategic plan must occur at least every three years

4. Under legislation, the Teaching Council must set out its five-year strategic direction, and review it at least every three years, after consultation with teachers, the government and the public.<sup>1</sup>
5. The previous strategic plan was published in 2022. The engagement around it was limited as it followed an extended and difficult consultation over the increase to the fees and levy charged to kaiako | teachers following the loss of a government subsidy.
6. The three-year review was brought forward by a year (as a one-off) to separate the consultation cycle for the strategic direction from the three-yearly reviews of the teacher levy and fees, and the election cycle for Teaching Council Governing Council members. This move ensures each new Governing Council has a year to review the progress of the strategic plan it inherits, and to consider what new direction or activities to focus on for the remainder of its term.

## Research identified some clear issues suggesting a need for more active support and advocacy for the profession, and clarity around leadership work

7. The Teaching Council commissioned research into the views of the profession and had a series of meetings with key stakeholders. Researchers held focus groups and surveyed a representative sample of over 1,500 kaiako | teachers and over 500 members of the public about their views of kaiako | teachers and teaching in general, and their views about the Teaching Council.

1. As set out in [section 483 \(1\) Education and Training Act 2020](#) The Teaching Council publishes this as its Strategic Plan.

8. Survey findings showed most kaiako | teachers loved their jobs but didn't feel respected in their roles. Many felt under-valued, under-paid and undermined, were not aware of some the Teaching Council's responsibilities and activities, and did not see Teaching Council's work as supporting them.
9. The public generally rated individual kaiako | teachers highly but did not necessarily appreciate the high level of skills and professionalism needed to teach, and the importance of teaching at a societal level.
10. The survey findings are summarised in the [Snapshot of the teaching profession in Aotearoa New Zealand 2023](#).

**Teachers and stakeholders helped to draft the key themes for a new plan to be tested across the profession.**

11. Against this backdrop, meetings with key stakeholders (unions and professional associations) were held to do a deep dive into these issues and identify what could be done, within the Teaching Council's mandated roles, to improve the engagement with, service for, and the confidence of the profession.
12. A draft vision and five high-level themes were informed by the research and co-developed with stakeholders over a series of meetings. Kaiako | teachers were provided with background information and invited to provide feedback through a short survey via email during March-April 2024. Key stakeholders were also invited to make submissions.
13. As the pre-consultation research had helped identify key issues, and to keep the consultation tightly focused, a simple yes or no question was asked about the proposed vision, and degree of support or disagreement with the suggested themes, with an opportunity to make any further comment. A link to the consultation information is here: [Strategic Plan 2024 - 2029 consultation](#).

**We received an increased level of feedback from the teaching profession with high levels of support for the vision and themes. Education sector agency responses were also supportive.**

14. Over 2,500 online submissions were received from the profession. Five group submissions were received from NZEI | Te Rui Roa, PPTAI Te Wehengarua, Te Rito Maioha | Early Childhood New Zealand, Careers and Transition Education Association, and the Faculty of Education at the University of Canterbury. Together these responses represent a significant proportion of the profession. In addition, a private research company surveyed the public using 'citizen panels' to ask 500 members of the public the same set of questions.
15. Responses were received from across the teaching spectrum. Of those who identified their sector, the largest group of responses came from the secondary sector, followed by primary and early childhood. Kaiako | teachers were the majority of respondents at 80 percent, followed by principals or professional leaders at 14.5 percent. The table below shows the combined 'support and strongly support' ratings for the vision and themes for the teaching profession and the general public (see Appendix 1 and 2 for more detail).

Vision	Profession	Public
Strengthening the mana of teaching, so teachers can change lives	90%	84%
<b>Strategic Themes<sup>2</sup></b>		
Supporting teachers to manage current and emerging challenges in teaching	84%	91%
Communicating the value and expertise of teachers as professionals	88%	87%
Growing leadership across the profession	78%	84%
Developing leaders and principals to lead organisations	74%	83%
Building Partnerships to reflect and embody our Tangata Tiriti responsibilities	67%	58%

2. NB: This is the wording of the themes used in the consultation, some of which have now been amended as a result of feedback.

16. The very high level of support for the vision statement suggests the background research and preparation had identified and distilled a vision that resonated with the profession. Of those who disagreed (10%), responses ranged widely from those who rejected it outright to those who wanted it 'tweaked' a little, for example some discomfort with the use of the word 'mana'.
17. The most common concerns were around the need for:
  - more visible advocacy for the teaching profession and upholding teacher autonomy
  - support for the profession to respond to increasing diversity of needs among learners and to manage challenging behaviours.
18. In addition, many comments suggested a need for support for the profession across the lifespan of teaching, from initial teacher education, induction and mentoring, and ongoing professional development.
19. The informal and formal leadership priorities were strongly supported, though there was some confusion about them. This suggested a need to more clearly differentiate between leadership development for all teachers, and for those in formal leadership positions such as early childhood leaders and principals.
20. The positive but relatively lower ratings of support for the 'building partnerships' priority might have reflected a lack of understanding about its purpose, what it looks like 'on the ground' and what longer-term outcomes might be expected from it. At the same time, several submissions referred to a need to focus on partnerships and the importance of culture and collaboration. This suggested some clarification and rewording of this priority was needed.

### **Feedback from the general public also showed high levels of support for the vision and themes**

21. A private polling company, PublicVoice, was contracted to consult the 'general public' by polling a cross-section of 500 people. As noted in the table above there was strong support for the proposed vision and priorities.
22. In the view of the public respondents, the biggest challenges for teaching were around improving teacher training, increasing general support for and appreciation of teachers, supporting teachers to maintain discipline in the classroom, and respond to the diversity of learner needs.

### **In the light of the feedback Governing Council refined some priorities, expanded the examples in practice and clarified the outcomes sought**

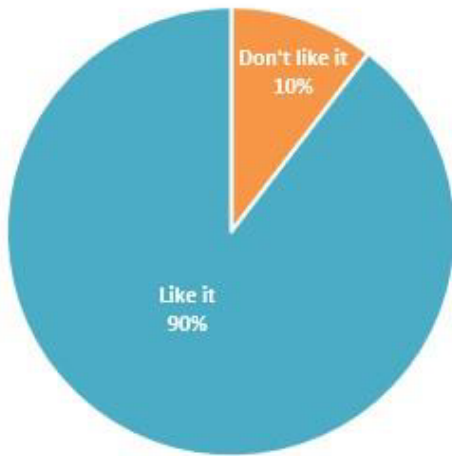
23. The high levels of support provided confidence that the overall approach landed well with the profession. The vision statement received very strong support from the profession (90%), the public (84%) and key stakeholders. While some minor wording changes or alternatives were suggested, the Governing Council decided to retain the vision as there was insufficient compelling evidence of a need to change it.
24. It was also agreed that the themes (now called 'priorities') could justifiably be retained largely in their current form as they were strongly supported but could be 'tweaked' for greater clarity.
25. The Governing Council considered the overall feedback and made some amendments including:
  - refining the wording for some of the priorities
  - clarifying the purpose statements of the priorities
  - expanding and refining the 'examples in practice' that will demonstrate planned activities
  - developing and refining the longer-term outcomes to show where progress is expected.
26. Many comments in submissions related to topics that are outside the Teaching Council's control, such as pay rates, staffing and workload, and curriculum content. However, this point, reflecting the findings of the earlier research, underscores the need for the Teaching Council to clarify its role, engage with, advocate for and support the teaching profession, and influence the wider education system.

**What's next: The priorities of the Strategic Plan 2024 2029 will guide the Teaching Council's work and progress will be reported annually**

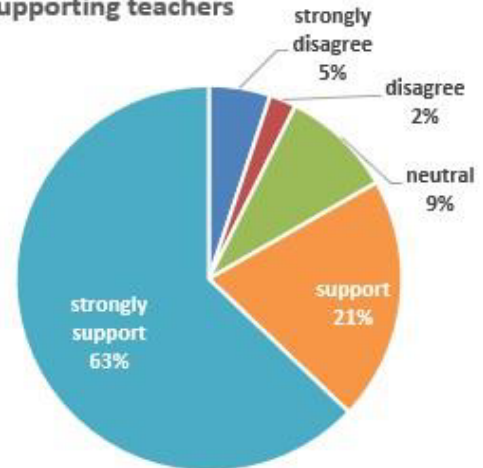
27. The new strategic plan will shape and inform the Teaching Council's areas of focus for the coming years. Priority actions will be set out in the Teaching Council's Business Plan (an internal planning document), and progress will be provided in each annual report and published on the Teaching Council website.
28. A review of the new strategic plan will need to be undertaken by the end of June 2027 to determine if the vision and priorities remain appropriate or need updating.

# Appendix 1: Summary response - teaching profession

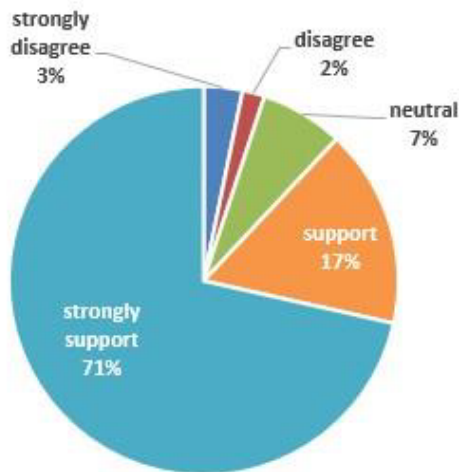
**Strengthening the mana of teaching**



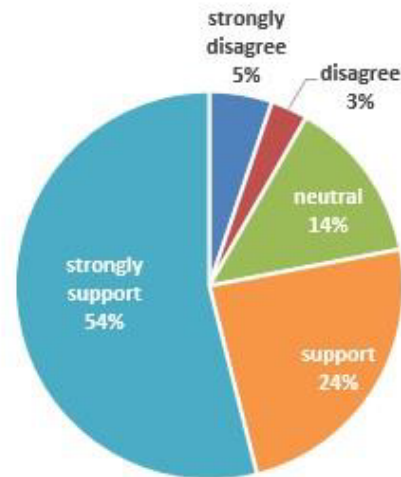
**Supporting teachers**



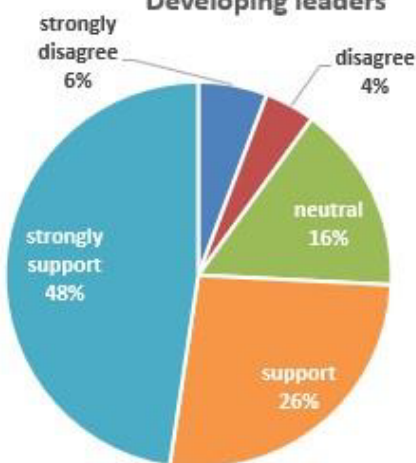
**Communicating value of teachers**



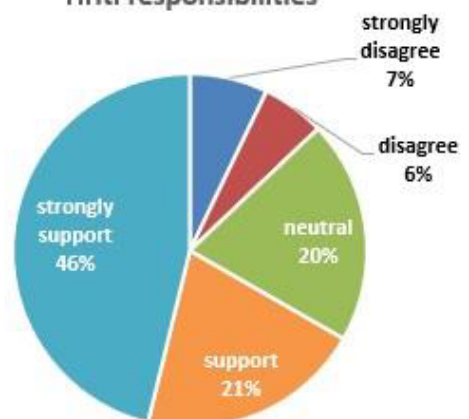
**Growing leadership capability**



**Developing leaders**

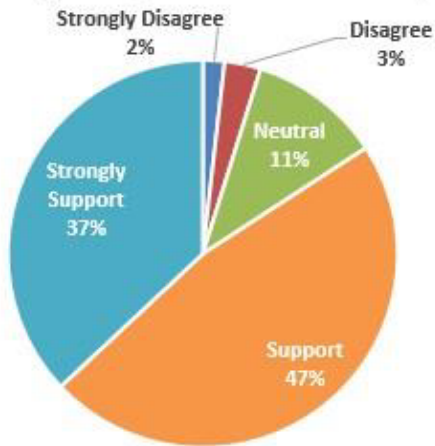


**Building partnerships to embody Tiriti responsibilities**

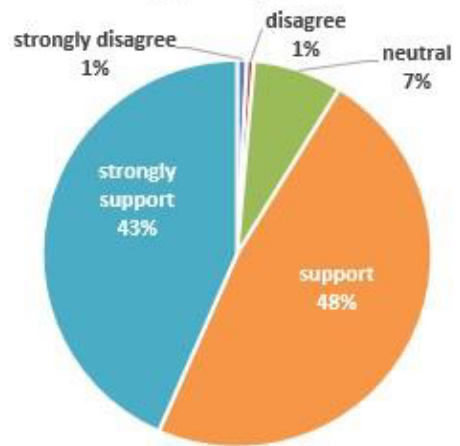


# Appendix 2: Summary response - general public

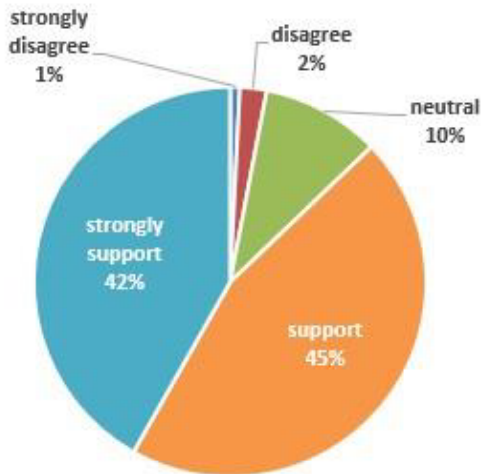
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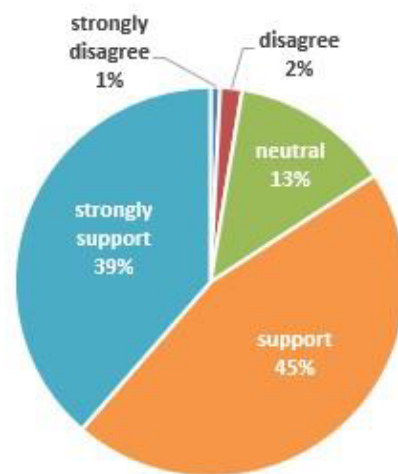
**Supporting teachers**



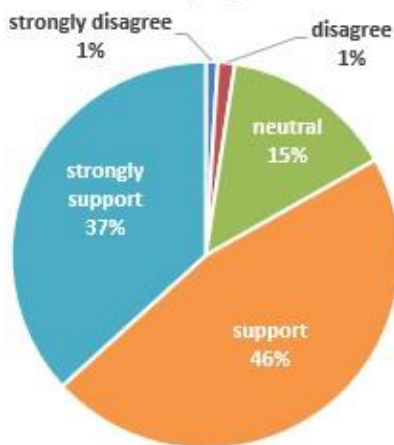
**Communicating value of teachers**



**Growing leadership capability**



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**Building partnerships to embody Tiriti responsibilities**

