

## Our vision

## Strengthening the mana of teaching, so teachers can change lives

### Te Tiriti o Waitangi Commitment

Te Tiriti o Waitangi provides a basis for enduring relationships and power-sharing between Māori, and those represented by the Crown, their descendants, and other peoples who have settled here and built a life upon its legacy.

Te Whare o Matatū | the House of the Teaching Profession provides a space to express and uphold the values of the teaching profession and reflect the intentions of Te Tiriti o Waitangi relating to governance, self-determination, equity, and cultural and spiritual affirmation, which are visible in the work we do and through our values of whakamana, manaakitanga, pono, and whānaungatanga.

### Our five strategic priorities

### Examples in practice

### Longer-term outcomes sought

#### Supporting teachers to manage current and emerging challenges in teaching

We will support teachers to keep up with and respond to key changes in the teaching environment and wider society that affect their roles.

- Support teachers in addressing the growing diversity and complexity of learner needs, the challenges posed by artificial intelligence, and navigating the impact of climate change.
- Strengthen Initial Teacher Education, integrating evidence-based teaching to help new teachers to become successful fully certificated teachers.
- Strengthen induction and mentoring to support and sustain new teachers to succeed.
- Review the Code and Standards to ensure they describe and uphold excellent teaching and professional practice.
- Develop an inclusive education framework to help teachers recognise and address diversity, so every learner feels valued, respected, and able to fully participate regardless of their background, identity, or abilities.

- We work with teachers to identify key challenges and create solutions that support effective teaching, and therefore learning.
- We work with the sector to facilitate access to high-quality, practical and evidence-based policies and tools that support quality teaching and learning.

#### Proudly communicating the value and expertise of teachers as professionals

Not anyone can be a teacher; it's a profession requiring high levels of knowledge, skills, and personal qualities - we want to recognise, honour, and celebrate teachers for their hard work and expertise.

- Communicate the importance of teachers and their expertise as professionals, through various channels including media, to family or whānau, the public, and government.
- Advocate for teachers to have a say in discussions and decisions where their expertise supports positive system design improvements.
- Advocate for an education system that enables teachers to teach confidently and effectively.

- The public has trust and confidence in teachers, seeing teaching as a skilled profession.
- Teachers feel more valued and supported by the public and the Teaching Council.
- More teachers actively promote teaching as a great profession, and see the value placed on it by others.
- We bring teachers' skills, knowledge, and experience to contribute to policy advice to government and other key decision-makers in the education system.

#### Growing the leadership capabilities of all teachers

Support teachers in growing their leadership abilities by providing access to proven approaches and research, and opportunities to further develop their skills.

- Help teachers build leadership skills through trialling self-evaluation tools and shared resources.
- Provide micro-credentials and informal training opportunities for teachers to develop their leadership skills.
- Collaborate across the education system to make it easier for teachers to progress into their leadership roles.

- More teachers access resources and support for personal leadership development.
- More teachers develop their leadership skills and receive acknowledgment within the profession.

#### Supporting principals and ECE leaders to lead organisations

We will work with leaders and principals, so they have access to effective leadership support.

- Improve our connections with other parts of the education system to work together better and faster on improving the leadership capability pipeline to leadership roles.
- Provide opportunities for principals and ECE leaders to learn about leadership and discuss ideas together through Rauhuia | Leadership space.
- Start by identifying where we are at with educational leadership skills across our system and keep track of progress over time.

- We have a clear understanding across the education eco-system of how well we are progressing towards the Leadership Strategy, including areas for improvement, and how the Teaching Council and other education groups support system progress.
- There are clear pathways into principal and ECE leadership roles.

#### Building partnerships to reflect and embody our Tangata Tiriti responsibilities in our organisation

We support the aspirations of our Tangata Whenua partners and reflect these in our organisation design and decision-making.

- Collaborate with experts across the teaching profession to better understand our responsibilities outlined in Te Tiriti o Waitangi and how they are embodied in the Teaching Council's policies and processes.
- Work with partners to support mana motuhake for those working in Māori medium.
- Explore the development of education pathways for Pacific and other Tangata Tiriti peoples.

- Our organisation's design, policies, and decisions reflect the aspirations of Tangata Whenua.
- We work with our partners to identify and create the structures and space for Tangata Whenua and Tangata Tiriti to create new education pathways.
- Teaching becomes more accessible, and the teaching workforce becomes more diverse and inclusive as a result.
- Our organisational culture is healthy, culturally safe, adaptive, and inclusive, ensuring the effective use of resources to achieve our strategic outcomes.