

Our path to the future

Strategic Plan 2022 to 2027 refresh

18 May 2022



**Teaching
Council of
Aotearoa
New Zealand**

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

Our profession

The goals and actions set out below have been chosen to build and sustain teachers | kaiako and leaders as professionals and change-agents in our education system. This sits alongside our day-to-day work to support teacher | kaiako education, registration and certification; maintain professional standards; manage disciplinary issues; and field general queries from the profession.¹

Our vision

Our vision is to maximise the success of every tamariki/rangatahi/whānau through highly effective leadership and teaching.²

¹ This description has been expanded to reflect the range of mandated activities of Teaching Council | Matatū Aotearoa.

² This is unchanged except to replace "learner" with "tamariki/rangatahi/whānau", as we have done throughout the document to reflect the importance of whānau in a child's learning journey.

Goals

- Collective responsibility for the learner | ākonga journey and equitable outcomes for every tamariki/rangatahi/whānau
- Consistent, high-quality, inclusive teaching and leadership within and across learning environments³
- Every teacher | kaiako and leader embraces improvement, innovation, and change
- Champion the role of teachers | kaiako as professionals working in a profession⁴

Priorities⁵

- Strengthen and promote a self-managing profession⁶
- Build professional awareness, participation and capability
- Enable leadership of a coherent, high-performing, inclusive education system⁷
- Speak out, speak with, and speak up for the profession
- Enhance our organisation's efficiency and effectiveness

Our service promise

This section reflects our principles and values.

Tiriti-led⁸	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/rangatahi/whānau
Respect	Listening to all members of the profession - engaging, communicating, and discussing important together ⁹
Inclusiveness	Working across diverse teaching and learning communities
Accountability	Acting in the public interest
Transparency	Communicating ideas, solutions, and outcomes across the profession ¹⁰
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 tamariki/rangatahi/whānau

3 "Inclusive" has been added to this goal.

4 This is unchanged except to replace "learner" with "tamariki/ rangatahi/whānau", as we have done throughout the document to reflect the importance of whānau in a child's learning journey.

5 We have changed the title from "Actions" to "Priorities" to differentiate it from the set of actions and activities later in the plan.

6 This was previously "promote and strengthen", the order has been changed to reflect the more natural order.

7 "Inclusive" has been added to this priority.

8 This replaces the heading "Collaboration" as a clearer statement of intent.

9 We have added "engaging" and "communicating" and "together" to underline the need for two-way understanding.

10 We have added "across the profession" in recognition of the need to always communicate widely.

Priority Actions, Activities and Outcomes¹¹

Priority Actions	Activities: What we are going to do to get there	Why we are doing this – outcomes
Strengthen And Promote A Self-Managing Profession¹²		
Build public confidence in the Council Matatū Aotearoa identification and management of compliance, conduct, or impairment concerns	<p>Continue to enhance decision-making process to improve timeliness</p> <p>Continue work on approaches to support the development of a tikanga-based regulatory framework¹³</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 kaiako on the <i>Code Ngā Tikanga Matatika</i> to increase awareness and commitment</p> <p>Continue to work with teachers kaiako to help them feel empowered to have conversations with each other about the <i>Code Ngā Tikanga Matatika</i> in day-to-day practice</p> <p>Continue to 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 tamariki/rangatahi/whānau	<p>Support centres, schools, and kura to embed the <i>Standards Ngā Paerewa</i> in their Professional Growth Cycle processes and teaching practice¹⁴</p> <p>Disseminate best practice resources with a focus on inclusive teaching practices¹⁵</p> <p>Continue to work to help teachers kaiako understand how the <i>Standards Ngā Paerewa</i> and the Professional Growth Cycle can impact positively on every diverse learner</p> <p>Support the development of pathways for Pacific language teachers kaiako seeking to teach in a range of education settings¹⁶</p>	

¹¹ Minor editing changes to separate priorities, actions and activities and link the “why” to outcomes.

¹² “and Promote” added to reflect our need to better socialise the importance of being part of a profession.

¹³ This is a new activity reflecting the focus on being Tiriti-led.

¹⁴ Replacing “appraisal” with “professional growth cycle”.

¹⁵ Inclusive teaching practice focus added to respond to calls from profession for more support.

¹⁶ This is a new activity reflecting calls from the profession.

Build Professional Awareness, Participation and Capability¹⁷

<p>Register, certificate, or authorise teachers kaiako</p>	<p>Monitor implementation of the registration and certification policy</p> <p>Investigate the value of introducing scopes of practice to recognise specific specialised expertise – for example Pacific languages¹⁸</p>	<p>All teachers kaiako entering or currently teaching meet the minimum quality standards of the profession</p>
<p>Build strong collaborative relationships across the profession and across all parts of the profession that strengthen practice and support wellbeing¹⁹</p>	<p>Establish a framework to set research priorities and commission partners to undertake research</p> <p>Continue to use a range of channels, e.g., workshops, articles, webinars, and modules to disseminate research to teachers kaiako</p>	<p>Teachers kaiako are up to date with the latest thinking in teaching best practice</p>
	<p>Continue to explore mechanisms to enable teachers kaiako to connect with each other in a professional and safe environment</p> <p>Continue to identify topical issues and facilitate targeted conversations, involving teachers kaiako as knowledge leaders</p>	<p>Teachers kaiako are part of an active professional community</p>
<p>Support and develop effective high-quality practice across teaching career pathways, including selection, initial teacher kaiako education, and ongoing development</p>	<p>Continue review and implementation of the new ITE system to ensure graduates are well prepared to practice and robust systems are in place to provide support in their first two years following graduation²⁰</p> <p>Continue to 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 practices²¹</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>Undertake a review of the <i>Code Ngā Tikanga Matatika and Standards Ngā Paerewa</i>²²</p> <p>Continue cross-sectoral collaboration to support the development and use of Unteach Racism kaupapa and resources²³</p>	<p>There is consistent high-quality teaching within and across learning environments</p>

17 An expanded heading reflecting the need to build professional awareness and engagement.

18 This is a new activity reflecting calls from the profession. A previous activity noting a move to online functions has been deleted as it has been completed.

19 Wellbeing added to reflect the profession's call for more focus on this.

20 Strengthened focus on first two years of support added reflecting calls from the profession.

21 Reflecting the profession's call for a greater focus on inclusive education.

22 This is a new activity reflecting calls from the profession.

23 This is a new activity reflecting calls from the profession.

Enable Leadership within a Coherent, High-Performing Education System²⁴

Support and grow leaders and leadership within and across the profession	Strengthen the teaching profession's understanding of the role mana plays in teaching and leadership ²⁵	High-quality leadership is supported 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>Continue to build credible, sustainable, and diverse relationships to encourage engagement with the Council Matatū Aotearoa on education system issues that affect the teaching profession²⁶</p>	Every leader embraces being part of a profession aiming for improvement, innovation, and change

Speak with, speak out, and Speak up for the Profession²⁷

Listen to what matters to teachers kaiako	<p>Scan systematically for topical issues.</p> <p>Continue to 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>Continue to promote positive stories about teachers kaiako</p> <p>Continue to proactively shape stories that resonate with the profession</p>	The public's perception of teachers kaiako as professionals is enhanced
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>Continue to develop mechanisms to promote the Council Matatū Aotearoa as the professional body for teachers kaiako and to engage the profession in our work</p>	The organisation has the trust and confidence of its members (teachers kaiako) and the public to undertake its role

²⁴ NB: Any leadership activities require Ministerial approval and additional funding.

²⁵ This is a new activity to underscore the importance of being part of a profession. The activity of developing a Leadership Strategy (Rauhuia) has been completed so has been deleted.

²⁶ An additional activity in this section around working with others to influence the education system to trust and value the profession has been deleted as it is largely reflected within this expanded activity.

²⁷ A minor change in this heading underscoring working with the profession.

Enhance our Organisation's Effectiveness

Improve our organisation's effectiveness and responsiveness to teacher | kaiako needs

Continue with the next stage of implementation of Te Rautaki Kaihatu, including a focus on organisational capability and relationship development with iwi, hapū, and Māori stakeholder organisations²⁸

Facilitate mana motuhake for Māori medium²⁹

Continue to develop and implement a Tiriti-based framework for policy development³⁰

Continue to enhance our technology, knowledge, tools, communication, and service culture to deliver first class service to teachers | kaiako

Continue to find efficiencies and improve effectiveness of Council | Matatū Aotearoa mandated and responsive work areas

The organisation reflects our commitment to be Tiriti-led, responsive to the needs of the profession, easy to engage with, and fiscally responsible

Wellbeing Statement

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. Life-long education is the foundation for a strong and healthy country, influencing our individual and collective wellbeing, building strong institutions and governance, and contributing to the overall wealth of Aotearoa New Zealand across natural, social, financial, cultural, and human domains. The teaching profession is at the heart of achieving these goals.

Wellbeing for tamariki, rangatahi, whānau, teachers | kaiako and communities is central to our values, *Our Code* | *Ngā Tikanga Matatika*, and *Our Standards* | *Ngā Paerewa*. The goals and actions throughout this Plan aim to support and lift the wellbeing of New Zealanders.³¹

28 This activity is re-worded for greater clarity.

29 A new activity reflecting Council's commitment to being Tiriti-led.

30 A new activity reflecting Council's commitment to being Tiriti-led.

31 This statement reflects the Government's commitment to use the Living Standards Framework to measure wellbeing across a broad spectrum of indicators. It is included in the current Strategic Plan and the only change here is a reference to life-long education (rather than just education) to convey that, like their students, the teaching profession is also engaged in ongoing learning.



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