

# Board Paper

Item X  
Council/Committee Meeting  
31/03/22

SUBJECT:	Refreshing the Strategic Plan
TO:	Governing Council
FROM:	Pauline Barnes, DCE Professional Services
PREPARED BY:	Julia Tinga, Senior Analyst, Policy and Implementation
FOR:	<input type="checkbox"/> Discussion/ <input type="checkbox"/> Approval

## Recommendations

It is recommended that the Governing Council:

1. **Notes** the approach to consultation on the Strategic Plan agreed at the June 2021 meeting
2. **Approves** the amended key priorities and action areas to be included in a draft Strategic Plan
3. **Approves** the proposed approach to engagement with teachers and stakeholders
4. **Approves** the proposal to include an option for a shorter period before the next review of the Strategic Plan in the consultation document.

## Purpose

This paper provides an update on progress against the current Strategic Plan and seeks approval for proposed content for a refreshed Strategic Plan consultation document.

## Background

The Teaching Council has a statutory responsibility to consult on and publish a five-year Strategic Plan at least every three years. The current Strategic Plan covers the period from 2019 to 2024.

A new Strategic Plan needs to be developed and tabled in Parliament by 1 July 2022 which means consultation and publication needs to be completed by 30 June 2022.

The Governing Council agreed at its 24 February 2022 meeting that a light-touch refresh of the current Strategic Plan would allow it to reflect priorities that continue to be relevant for the teaching profession and to adapt or reflect changes within the profession and the broader education environment. A refreshed plan also provides the Council with an opportunity to use Te Whare o te Matatū to describe how we integrate our Tiriti and values-based approach into the Council's strategic priorities and current and future work programme.

The Governing Council further agreed that the current structure and headings of the Strategic Plan are largely sound and suitable for forming the basis for the structure of a new plan.

## Approach to refreshing the Strategic Plan with new areas of focus

Council staff propose that Governing Council members:

- Endorse the structure and existing priority areas included in the current plan

- Update specific areas to reflect progress since publication of the plan
- Include additional focus areas as agreed by Governing Council members
- Update the plan to ensure that it sits within Te Whare o te Matatū model.

This would mean that the consultation document would be focused on updating of actions as needed and proposed new actions, rather than a complete revision of content.

Taking this approach recognises that the teaching profession is under considerable pressure and that individual teachers and stakeholders are likely to have limited time and energy to engage with a lengthy or complex consultation document.

Importantly it also recognises that the current Strategic Plan is well-aligned to the Council's statutory functions and has enough flexibility to integrate new priorities or shift focus as required.

### Proposed approach to integrate the Strategic Plan into Te Whare o te Matatū

The Strategic Plan describes the vision and strategic direction for the Council as the professional body for teachers and the kaitiaki of the profession's house.

It reflects the interests of both Tiriti partners – Tangata Whenua and Tangata Tiriti (represented by the two maihi or barge boards at the front of the whare). The koruru (carved gable mask) represents the forward-looking nature of a strategic plan, reminding us to be alert and responsive. The amo (the two carved supports for the maihi) capture the priorities, goals and actions outlined in the Strategic Plan.



The Council's work programme sits within Te Whare o te Matatū. It reflects priorities in the Strategic Plan identified by each Tiriti partner, along with the legislated functions the Council has to fulfill on behalf of teachers and the public.



## Progress against key areas of the Strategic Plan

Considerable progress has been made across the five priorities of the strategy. Highlights include:

- Progressing our development as a values-based te Tiriti-led organisation
- The launch of the *Rauhuia* | *Leadership Space* implementation plan – interagency relationships are progressing well and key action areas identified
- The launch of the *Unteach Racism* initiative
- Signing of a Tākai Here with Te Āti Awa Taranaki me Ngāti Toa
- Development of a stakeholder engagement strategy
- Consultation on new fees and a levy is underway
- Successful implementation of Hapori Matatū /Online Services and ongoing development
- Development and launch of the Professional Growth Cycle to replace teacher appraisal
- The new ITE requirements were published in July 2019 and a significant number of new programmes are now in place
- A review of competence processes is underway
- A pilot using a tikanga-based approach to triage for conduct cases is underway
- New legislation to guide conduct processes is at the Select Committee stage
- Continued operating effectively during Covid-19 lockdowns and restrictions.

The Council does not operate in isolation from the wider sector and needs to be responsive to external drivers. To this end, progress has been made in identifying and establishing links with wider education sector strategies, initiatives, and work programmes including:

- Te Kawa Matakua and Te Ahu o Te reo Māori
- Review of home-based ECE
- Learning support action plan

- Tomorrow's Schools review
- Action Plan for Pacific Education
- National Education and Learning Priorities (NELP)
- Ka Hikitia | Māori Education Strategy
- Early Learning Strategy
- Education Workforce Strategy.

Two particular examples illustrate the importance of these working relationships:

1. The **NELP** (National Education and Learning Priorities) provided for the establishment of *Rauhuia | the leadership space* (Objective 3 for schools | Kura "Quality Teaching and Leadership", Action 6).
2. Our review of language competency requirements to support pathways into teaching for speakers of Pacific languages is linked to goals in the **Action Plan for Pacific Education**.

However, challenges remain around increasing awareness of and engagement with the Council among teachers, in an environment that has become increasingly litigious and complex. In addition, the Council's ability to effect whole system change is limited, and we rely on forming relationships with others in the education sector to affect this change.

Maintaining momentum and focusing on what is closely within Council control while ensuring strong alliances and relationships across the sector will strengthen our ability to play a key role in a large and multi-faceted sector.

The Council has already developed a considerable body of leadership resources supported by a network of strategic relationships. The Governing Council will be aware that our ability to be more active in the leadership space is constrained by the scope of the legislation, and the available budget.

## Proposed areas of focus for consultation on a new Strategic Plan

As noted by the Governing Council, the current Strategic Plan is largely fit-for-purpose, with several of the priorities and action areas either embedded or works-in-progress.

The high-level goals of the Strategic Plan guide the development of the priority areas and actions, and remain relevant (no changes are proposed):

- Collective responsibility for the learner journey and equitable outcomes for every learner
- Consistent high-quality teaching and leadership within and across learning environments
- Every teacher and leader embraces improvement, innovation and change
- Champion the profession.

After discussions held by the Governing Council, the following are proposed as focus areas for consultation:

- *Embedding the Strategic Plan into Te Whare o te Matatū.*
- *Highlighting the development of a tikanga-based regulatory framework and work begun on a Tiriti framework for policy development.*
- *Acknowledging the role of Te Matakahuki in terms of building on the Tiriti partnership relationship and signalling exploratory work that could be undertaken to develop a parallel pathway for Māori Medium*
- *Prioritising the development of pathways for Pacific language teachers, reflecting the directions for bilingual and immersion teaching and learning outlined in the Action Plan for Pacific Education*
- *As part of initiatives to support educational leadership, a focus on teacher wellbeing*
- *Give visibility to the inclusive education capability framework through dissemination of best practice resources and by identifying this framework as a priority for knowledge and practice development*
- *Maintaining a focus on the quality of our service delivery – doing our core business very well.*

The table in Appendix 1 sets out the key priorities and actions of the current Strategic Plan, notes progress against the actions, and suggests new or amended actions reflecting the focus areas described above.

### Timing of future strategic plans

The Governing Council has raised concerns about the timing of the three-year renewal cycle for the Strategic Plan, as it coincides with but slightly precedes Council elections. This means a new Governing Council cannot influence the higher-level goals or priorities in a timely way.

The consultation document will include the option of a shorter review period for this Strategic Plan, with a more comprehensive review of the strategic direction in two years' time (the Council is required to publish a Strategic Plan for the next five years **at least** every three years). This would give the newly elected Governing Council the opportunity to propose different and/or additional priorities for the next five-year Strategic Plan.

### Engagement with teachers and stakeholders

A truncated consultation process is recommended to reflect the decision made to separate it from the recent fees and levies consultation. Key stakeholders will be consulted, including the general public (as required under legislation).

Given the timing constraints, and the light-touch refresh approach, we propose to use a professional polling company to assist us to develop a simple submission template. This approach is also intended to make the submission process simple for those who wish to participate, allowing for both individual and group submissions to be made. We will provide guidance on the range of stakeholders to be approached for comment.

This approach will also allow us to process and make recommendations to the Governing Council for consideration at its 26 May meeting (or a specially convened meeting in early June – see timetable below).

## Timeline for a new Strategic Plan

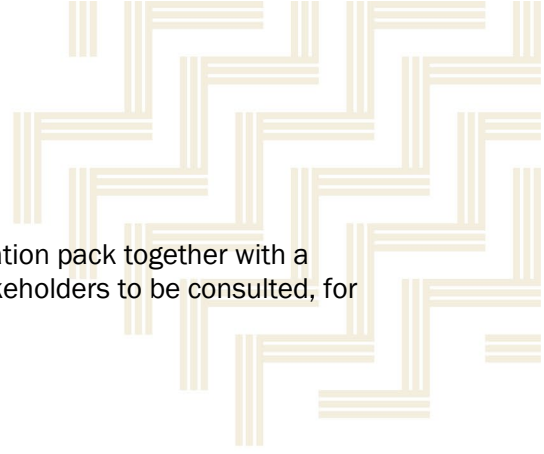
The table below outlines the timeline for consultation agreed at the Governing Council's 24 February meeting.

Legally privileged

Step	Dates
Governing Council session to discuss content of a proposed new strategic plan	March 2022 Governing Council meeting
Pre-consultation with rights-holders	March and early April 2022
Governing Council approve proposed strategic plan	May 2022 Governing Council meeting
Consultation with the Minister, teachers and the public	May – early June 2022
Seek feedback from advisory groups	May – early June 2022
Governing Council consider feedback and approve final strategic plan	Early June 2022 special Governing Council meeting
Proofing, design, formatting and printing of strategic plan	June 2022
Strategic plan tabled in Parliament	30 June 2022

## Next steps

Pending approval from the Governing Council, we will develop a consultation pack together with a comprehensive programme/outline of the consultation process and stakeholders to be consulted, for approval at the 28 April Governing Council meeting.



# Board Paper

Table 1: Progress against strategic priorities and recommendations to retain, amend or add actions (draft for discussion with Governing Council). Amendments and additions are in *italics* in the 'recommended action areas' column

Current priorities	Action areas	Highlights of progress against current action areas	Recommended action areas for refreshed plan
<i>Strengthening a self-managing profession</i>			
Building public confidence in Council.	<p>Publish competence and conduct issues, including those that we are not legally required to</p> <p>Enhance decision-making process to improve timeliness</p>	<p>Tribunal decisions are published as soon as is practical after decisions have been finalised</p> <p>Legislative changes are currently before Parliament that will make disciplinary processes more efficient</p> <p>Launch of <i>Unteach Racism</i> well received by sector and in public domain</p>	<p><b>Proposed update: Delete this action (detailed operational focus).</b> Publish competence and conduct issues, including those that we are not legally required to.</p> <p><b>Proposed update:</b> <i>Continue</i> to enhance decision-making process to improve timeliness</p> <p><b>Proposed new action:</b> <i>Continue work on approaches to support the development of a tikanga-based regulatory framework</i></p>
Setting expectations for professional responsibility and conduct.	<p>Expand ways to promote and educate teachers on the Code of Professional Responsibility to increase awareness and commitment</p> <p>Empower teachers to have conversations with each other about the Code in day-to-day practice</p> <p>Facilitate opportunities for learning across the profession</p>	<p>Workshop series and resources on the Code   <i>Ngā Tikanga Matatika</i> and <i>Standards</i>   <i>Ngā Paerewa</i> developed and implemented</p> <p>Launch of the Professional Growth Cycle to support teachers to use and meet the Code   <i>Ngā Tikanga Matatika</i> and <i>Standards</i>   <i>Ngā Paerewa</i>, in their everyday practice</p>	<p><b>Proposed update:</b> Expand ways to promote and educate teachers on the Code   <i>Ngā Tikanga Matatika</i> to increase awareness and commitment.</p> <p><b>Proposed update:</b> <i>Continue to work with teachers to help them feel empowered to have conversations with each other about the Code   Ngā Tikanga Matatika</i> in day-to-day practice.</p> <p><b>Proposed update:</b> <i>Continue to facilitate opportunities for learning across the profession</i></p>
Promote collective responsibility for diverse learners.	<p>Support schools and centres to embed the standards in their appraisal processes and teaching practice</p> <p>Disseminate best practice resources</p> <p>Develop approach to help teachers understand how the standards and appraisals can impact positively on every diverse learner</p>	<p>Professional Growth Cycle designed and implemented with the profession</p>	<p><b>Proposed update:</b> Support centres, schools and kura to embed the Standards   <i>Ngā Paerewa</i> in their <i>Professional Growth Cycle</i> processes and teaching practice.</p> <p><b>Proposed update:</b> <i>Retain this action - Disseminate best practice resources, with a focus on inclusive education practices.</i></p> <p><b>Proposed update:</b> <i>Continue to work to help teachers understand how the Standards   Ngā Paerewa and the Professional Growth Cycle can impact positively on every learner</i></p> <p><b>Proposed new action:</b> <i>Support the development of pathways for Pacific language teachers seeking to teach in a range of education settings.</i></p>
<i>Build professional capability</i>			
Register, certificate or authorise teachers.	<p>Implement new principle-based registration and certification policy</p> <p>Enhance the process to move progressively online and provide a greater level of multi-channel support to applicants</p>	<p>New registration and certification policy published May 2019</p> <p>Hapori Matatū online application platform went live May 2019</p> <p>New endorser guidelines published March 2020.</p>	<p><b>Proposed update:</b> <i>Monitor implementation of the registration and certification policy.</i></p> <p><b>Proposed update: Delete this action (completed).</b> Enhance the process to move progressively online and provide a greater level of multi-channel support to applicants</p> <p><b>Proposed new action:</b> <i>Investigate the value of introducing scopes of practice to recognise specific specialised expertise – for example Pacific languages.</i></p>
Build strong collaborative relationships across the profession and across all parts of the sector, that strengthen practice.	<p>Establish framework to set research priorities and commission partners to undertake research</p> <p>Implement a range of channels e.g., workshops, articles, webinars, and modules to disseminate research to teachers</p> <p>Design a range of mechanisms to enable teachers to connect with each other in a professional and safe environment</p> <p>Identify topical issues and facilitate targeted conversations, involving teachers as knowledge leaders</p>	<p>Matatū conversations available in Hapori Matatū</p> <p>Two new advisory groups set up and ITEAG reformed</p> <p>Range of resources and webinars run – including introducing <i>Rauhuia</i>   <i>the Leadership Space</i></p> <p><i>Unteach Racism</i> app launched</p>	<p><b>Proposed update: Retain this action.</b> Establish a framework to set research priorities and commission partners to undertake research.</p> <p><b>Proposed update:</b> <i>Continue to use a range of channels e.g., workshops, articles, webinars, and modules to disseminate research to teachers.</i></p> <p><b>Proposed update:</b> <i>Continue to explore mechanisms to enable teachers to connect with each other in a professional and safe environment.</i></p> <p><b>Proposed update:</b> <i>Continue to identify topical issues and facilitate targeted conversations, involving teachers as knowledge leaders</i></p>

Current priorities	Action areas	Highlights of progress against current action areas	Recommended action areas for refreshed plan
Support and develop effective high-quality practice across teaching career pathways, including selection, initial teacher education and ongoing development.	<p>Continue review and implementation of new ITE system to ensure graduates are well prepared to practice</p> <p>Provide targeted professional learning to support the journey to meet the Standards</p> <p>Build teachers' evaluative capability to ensure teachers understand how the Standards inform the relationship between their practice and outcomes for learners</p>	<p>Programme approvals for English and Māori Medium programmes using new requirements are underway</p> <p>Series of workshops available to all teachers on using the <i>Standards   Ngā Paerewa</i> in everyday practice have been held</p> <p>Resources developed to support understanding/use of the <i>Standards   Ngā Paerewa</i></p>	<p><b>Proposed update:</b> Continue the implementation of a new ITE system to ensure graduates are well prepared to practice <i>and robust systems are in place to provide support in their first two years following graduation.</i></p> <p><b>Proposed update:</b> Continue to provide targeted professional learning to support using and meeting the Standards   <i>Ngā Paerewa in daily teaching practice, with a focus on developing capability in inclusive education practices.</i></p> <p><b>Proposed update:</b> Work with teachers to build their understanding of how the Standards   <i>Ngā Paerewa</i> inform the relationship between their practice and outcomes for learners.</p> <p><b>Proposed new action:</b> Undertake a review of the Code   <i>Ngā Tikanga Matatika and Standards   Ngā Paerewa.</i></p>
<b>Enable leadership of a coherent, high-performing education system</b>			
Support and grow leaders and leadership across the profession.	Bring together stewardship groups to govern the implementation of the Leadership Strategy	<p>Launch of <i>Rauhuia   the Leadership Space</i></p> <p>Engagement with teachers and stakeholders continues</p> <p>Rauhuia implementation plan and funding of business case underway</p>	<p><b>Proposed update:</b> delete this action - Bring together stewardship groups to govern the implementation of the Leadership Strategy.</p> <p><b>Proposed new action:</b> Include a focus on teacher wellbeing as part of initiatives to support educational leadership.</p> <p><b>Proposed new action:</b> Strengthen the teaching profession's understanding of the role <i>mana</i> plays in teaching and leadership through the development of a programme to support this.</p>
Enable leadership for ongoing improvement, innovation and transformation that will open up new ways for the system to support and enhance learning.	<p>Establish 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 people to engage with the Council on professional system issues</p> <p>Work with others to influence the education system to trust and value the profession</p>	<p>Extensive network development for initiatives such as <i>Rauhuia</i> and the <i>Professional Growth Cycle</i> for principals and professional leaders</p> <p>Cross agency work on strategies including Ka Hikitia, Action Plan for Pacific Education, Early Learning Action Plan, Learner Support Action Plan, Workforce Development Strategy</p>	<p><b>Proposed update:</b> Establish <i>and strengthen</i> partnerships, communities and networks enabling leaders to engage with each other on systems level thinking.</p> <p><b>Proposed update:</b> Continue to build credible, sustainable, and diverse relationships to encourage <i>engagement</i> with the Council on education system issues <i>that affect the teaching profession.</i></p> <p><b>Proposed update:</b> delete this action (<i>implied in previous action</i>) - Work with others to influence the education system to trust and value the profession.</p>
<b>Speaking out and speaking up for the profession</b>			
Listen to what matters to teachers.	<p>Systematically scan for topical issues</p> <p>Develop channels to drive discussions within the profession on what is important to teachers</p>	<p>Pathways for speakers of Pacific languages identified as a key issue during the development of the <i>Action Plan for Pacific Education</i>, with specific goals for the Council and MoE identified.</p> <p>Conversations function on Hapori Matatū implemented, providing a space for teachers to identify and discuss issues.</p>	<p><b>Proposed update:</b> Retain this action. Systematically scan for topical issues.</p> <p><b>Proposed update:</b> Continue to develop channels to drive discussions within the profession <i>about</i> what is important to teachers</p>
Build public confidence and awareness of the role of the profession.	<p>Promote positive stories about teachers</p> <p>Proactively shape stories which resonate with members</p>	Matatū newsletter; webinars and podcasts promoting teacher practice (e.g. Tapasā series)	<p><b>Proposed update:</b> Continue to promote positive stories about teachers.</p> <p><b>Proposed update:</b> Continue to proactively shape stories which resonate with teachers.</p>
<b>Enhancing the organisation's effectiveness</b>			
Improve our organisation's effectiveness and responsiveness to teacher needs.	<p>Create a Te Tiriti o Waitangi strategy to enable the organisation to walk in a Te Ao Māori world and a Pakeha world</p> <p>Enhance our technology, knowledge, tools, and service culture to deliver first class service to teachers</p>	<p>Strategy developed; implementation plan underway, including relationship development with iwi/hapū</p> <p>Implementation of Hapori Matatū, with immediate improvements in service levels for registration and certification processes</p>	<p><b>Proposed update:</b> Continue with the next stage of implementation of <i>Te Rautaki o te Tiriti o Waitangi</i> including a focus on organisational capability and relationship development with iwi/hapū and Māori stakeholder organisations.</p> <p><b>Proposed new action:</b> Explore options for a parallel governance structure for Māori Medium.</p> <p><b>Proposed new action:</b> Develop a Tiriti-based framework for policy development.</p> <p><b>Proposed update:</b> Continue to enhance our technology, knowledge, tools, and service culture to deliver first class service to teachers.</p>