



New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa

Strategic Plan

2006 – 2009

Ū ki te ako, tu tangata ai apōpō

Excel in teaching so our learners will excel in the future



New Zealand Teachers Council
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Vision

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Excel in teaching so our learners will excel in the future

Mission Statement

To set, maintain and promote standards of excellence in teaching

Strategic Purpose

1. To provide professional leadership in teaching
2. To enhance the professional status of teachers and
3. To contribute to a high quality teaching and learning environment for children and other learners

S 139AA Education Act 1989

Functions

Under Part 10 of the 1989 Education Act, functions are to:

- provide **professional leadership** to teachers and others involved in schools and early childhood education
- encourage **best teaching practice**
- carry out functions relating to **teacher registration**
- determine **standards for teacher registration** and renewal of practising certificates
- establish and maintain **standards for qualifications** that lead to teacher registration
- carry out **approval of teacher education programmes** on the basis of these standards (with quality assurance agencies)
- develop a **code of ethics** for teachers
- carry out functions relating to **teacher misconduct** and reports of convictions
- set criteria for reporting serious misconduct and reporting on **competence issues**
- carry out functions related to teacher competence
- co-ordinate **police vetting** for teachers and others employed in centres and schools
- identify **research priorities** and sponsor or promote research on the basis of those priorities
- any other functions determined by this Act or the Minister.

Values

- The organisation supports the values of: *awhinatanga; respect; manaakitanga; fairness; integrity; honesty; transparency.*
- The values embodied in the Teachers Council Code of Ethics for Registered Teachers (2005) are considered core values for the organisation. They are based in four principles of autonomy, justice, responsible care and truth.
- The New Zealand Teachers Council is committed to working in ways which acknowledge the Treaty of Waitangi as New Zealand's founding document.

Strategic Linkages

1. NZTC Statement of Intent
2. NZTC Annual Report
3. NZ Government Strategic Plan for ECE; *Pathways to the Future: Ngā Huarahi Arataki*
4. NZ Government *Education Priorities for New Zealand (2003)*
5. *The Schooling Strategy* (Ministry of Education)
6. Education Sector ICT strategy. *Connecting the Sector*
7. NZTC annual business plans

Strategic Vision 2006-2009

To be recognised and respected as a leader and guardian of the teaching profession in New Zealand, working in partnership with stakeholders to identify, promote and enable high quality teaching so that our learners may excel in safe, nurturing educational environments.

Strategic Goals 2006-2009

1. Strengthen the induction of provisionally registered teachers
2. Build recognition of and respect for the teaching profession through a focused communications strategy
3. Strengthen the quality of teacher education graduates
4. Support provision of quality teaching in Māori medium settings
5. Support early childhood education teachers in the implementation of the government's strategic plan 2005-2012: *Pathways to the Future: Ngā Huarahi Arataki*
6. Review and strengthen teaching standards for entry to the profession and on-going registration
7. Promote effective leadership for learning
8. Provide targeted professional development to support the Council's strategic goals
9. Continue to build on the operational strengths of the Council.

Key Focus for each Strategic Goal

Strengthen the induction of provisionally registered teachers

- commission a research project across three strands: early childhood education, Māori medium and mainstream schools. This will describe current practice and issues, and identify and disseminate best practices for mentoring, induction and assessment of provisionally registered teachers
- support provisionally registered teachers in English and Māori medium schools and all teacher led early childhood education centres to become fully registered and thereby enhance the quality of teaching and learning.

Build recognition of and respect for the teaching profession through a focused communications strategy

The communications strategy will have a focus on:

- the value of registered teacher status
- the fair and rigorous processes for maintaining professional standards
- the Council's commitment to the teaching profession across all specialist areas
- the Council's promotion of continued professional learning, drawn from current best evidence
- the need for the profession to build a sense of common purpose and unity in delivering high quality education to all learners in all sectors

- the demonstrated capability of the council to effectively fulfil its purpose as professional voice of teachers and to efficiently carry out its functions.

Strengthen the quality of teacher education graduates

- use findings from the ITE research project (and other sources) to develop an action plan, in co-operation with others, to strengthen the quality of ITE in New Zealand
- work with ITE providers to build public confidence in the quality of their graduates.

Support provision of quality teaching in Māori medium settings

- consult with and support Māori educators to achieve high standards of teaching and learning for learners in all Māori medium settings.

Support early childhood education teachers in the implementation of the government's strategic plan 2005-2012: *Pathways to the Future: Ngā Huarahi Arataki*

- support the professional aspirations of the ECE sector through policy, research and communication
- support the Government target for at least 70% of EC teachers in each setting to be registered by 2012 through well managed and communicated registration processes
- ensure, through the approval processes, that there are high quality programmes for Initial Teacher Education for ECE.

Review and strengthen teaching standards for entry to the profession and on-going registration.

- clarify the purposes and applications of teaching standards (including the Satisfactory Teacher Dimensions) in order to strengthen the quality and standing of the teaching profession
- strengthen assurance processes for meeting standards for entry into the profession and the on-going renewal of practising certificates.

Promote effective leadership for learning

- work with professional leaders to promote leadership practices that support quality teaching and professionalism in learning communities throughout the sector.

Provide targeted professional development to support the Council's strategic goals

- contract or work in partnership with professional development providers and other organisations to run workshop initiatives such as the mentoring of provisionally registered teachers, and the promotion, understanding and use of the Code of Ethics.

Continue to build on the operational strengths of the Council

- strengthen the income base, the ICT system, policy development and organisational processes of the Council and enhance the competitive recruitment of high quality staff.