



New Zealand
Teachers Council

Te Pouherenga Kaiako o Aotearoa

Strategic Plan

2007 – 2010

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 Council is committed to working in ways which acknowledge the Treaty of Waitangi as New Zealand's founding document.
- 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.
- As an autonomous Crown Entity, the Council also complies with the *Standards of Integrity & Conduct* (2007) issued by the State Services Commission. These state that we must be *fair, impartial, responsible and trustworthy.*

Strategic Linkages

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

Strategic Vision 2007-2010

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 2007-2010

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

- Disseminate the Council's Graduating Teacher Standards
- Review and revise the current guidelines and processes for the approval and reapproval of initial teacher education programmes in the light of the Graduating Teacher Standards and the Council's induction research project.

Strengthen the induction of provisionally registered teachers

- Complete the final phase of the Council's research project that describes current practice and issues in the induction and assessment of provisionally registered teachers employed in early childhood education, Māori medium and mainstream schools.
- Based on the emerging findings of the induction research project, identify and develop appropriate selection and training models for mentors and disseminate best induction methods and practices for mentoring in early childhood education, Māori medium and mainstream schools.
- 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.

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

- Review the Satisfactory Teacher Dimensions to strengthen entry from provisional registration to full registration
- Strengthen assurance processes for provisionally registered teachers to meet the standards for full registration, and for all teachers to renew practising certificates
- Review and clarify categories of registration for teachers in a variety of roles.

Promote effective leadership for learning

- Promote leadership practices that support quality teaching and professionalism in learning communities throughout the sector
- Strengthen assurance processes for endorsing full registration of provisionally registered teachers and the renewal of practising certificates

Support the 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
- Develop, pilot and implement appropriate Code of Ethics workshops for teachers in Māori medium settings
- Commission a research project to identify the particular requirements for graduates of Māori medium initial teacher education programmes that will inform the approval/reapproval processes of these tertiary institutions.

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.

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 the professional voice of teachers and to efficiently carry out its functions.

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, the promotion, understanding and use of the Code of Ethics and leadership of learning communities.

Continue to build on the operational strengths of the Council

- strengthen the Council's income base (ensuring all teachers currently teaching are paying their registration fees), the ICT system, policy development, organisational processes and the competitive recruitment of high quality staff.