Strategic plan
2019–2022

Objectives, strategies, performance measures

Objective	Strategies
Contemporary regulation	• Make robust, data-driven (when possible), timely and consistent decisions that are child/student-focussed and in the interests of the teaching profession • Use powerful, secure and fit-for-purpose systems and processes • Use risk-based approaches to regulatory enforcement • Define, communicate and enforce standards to promote reliable and valid judgements by the QCT and our agents • Increase our efficiency and effectiveness by adopting practices afforded by new technologies
Educational leadership	• Lead a coordinated approach to promoting the teaching profession • Seize opportunities and participate in events that shape and influence state and national teacher regulatory policy • Increase the visibility of, and public confidence in, the QCT • Develop and implement policies and programs that are future-focused and responsive to changes in community expectations
Innovation	• Apply evidence-based approaches to decision-making • Deliver exceptional user experiences for people engaging with us • Use data-driven insights to achieve public value • Develop contemporary solutions to identified issues • Develop metrics to guide and improve performance • Build organisational support to drive innovation
Collaboration with our stakeholders	• Co-create solutions to identified issues • Build and maintain a strong reputation by meeting community expectations • Enable stakeholder-led evaluation of the QCT • Proactively engage with stakeholders about education and regulation issues
Organisational sustainability	• Ensure QCT is appropriately resourced, well managed and fit-for-purpose • Cultivate a high performing and diverse organisation • Pursue opportunities to enhance our financial sustainability • Take steps to reduce our environmental impact • Redesign our work to capitalise on new modes of working and learning

Performance measures

• Fair and just processes • Stakeholder satisfaction • Positive workplace climate
• Financial sustainability • Positive public profile

Our vision

World-class teachers for a better future for Queensland

Our purpose

We exist to protect the public and the teaching profession by ensuring education in Queensland schools is provided in a professional and competent way by approved teachers.

We do this by:

- granting registration or permission to teach to appropriate applicants
- taking disciplinary action against teachers where warranted
- monitoring compliance with and enforcing the *Education (Queensland College of Teachers Act* (2005)
- accrediting and monitoring pre-service teacher education programs
- applying professional teaching standards at four career stages
- promoting the teaching profession to the public
- being a high-performing organisation using contemporary operating principles

Our values

student safety and wellbeing

professional and competent teachers

education as a means to a better future

Queensland Government shared values

Strategic challenges and opportunities

- influence and respond effectively and strategically to rapid change in the education sector and in government regulatory policy
- use emerging ICT platforms to increase organisational agility
- remain financially viable in the long term given a single income stream from teacher registration fees
- embrace predictive, preventive and responsive approaches to quality and safety
- enhance strategies to promote the teaching profession.

Contribution to the Queensland Government's objectives

We contribute to the Queensland Government's objectives for the community by:

- delivering quality frontline services that uphold the standards of the teaching profession and maintain public confidence in the teaching profession
- ensuring education in schools is provided in a professional and competent way by approved teachers, thereby helping to protect the public.

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Operating principles

Leadership

Focused on child protection: Our primary consideration in performing all our functions is the welfare and best interests of children. Public interest is paramount for us as a professional regulator of teachers.

Standards-based: The Australian Professional Standards for Teachers underpins all our work. We uphold community confidence in the quality of teachers through applying the Standards consistently at all four career stages.

Expert: We employ expertise appropriate to all areas of our work. We develop expert knowledge, skill and capabilities informed by research and data analysis. We focus on continuous learning to ensure our credibility with stakeholders.

Sustainable: We manage our resources carefully to ensure our organisation is sustainable over the long-term. With a broader perspective, we take action to reduce our environmental impact.

Collaboration

Collaborative: We engage widely with the profession and our other stakeholders to build strong relationships to engage and motivate others. Engagement drives decisions in project planning in a team environment to shape future direction for mutual benefits.

Visible: We maintain our respected position in the profession and the broader education landscape with well-defined and well-communicated roles and responsibilities. We communicate our functions and activities effectively to key stakeholders. Stakeholders understand our objectives and functions and seek our leadership and advice.

Responsive: We seek to understand the different needs and expectations of our stakeholders so we can deliver results and build strong, sustainable relationships. We consult regularly to help us anticipate and respond to changing expectations. We adapt our team structures to change in a rapidly changing environment.

Transparent: Our decision-making and processes are open and are documented appropriately, including justification of outcomes. Common understandings of decisions are sought for all parties involved. We use standardised reporting to support consistent decisions and enable monitoring and evaluation for future planning.

Innovation

Future-focused: We constantly scan the horizon for future threats and opportunities affecting the regulation of teaching and take action to avoid or exploit these as appropriate. We develop our workforce and build their capability to meet the needs of the future. We make decisions with the future of the teaching profession in mind.

Intelligence-led: We use our unique position of direct access to key data to support workforce planning and broker research and data analytics; we use data-analysis and evidence for accurate and informed decisions and improvement.

Solution-focused: We use our expertise to assess potential solutions when unforeseen problems emerge. We make judgements and change to achieve desired goals. We enable solutions to benefit stakeholders and the wider community.

Agile: Our workforce is multi-skilled so that it can anticipate and respond to evolving demands, technological developments, high expectations of quality service, and changing national and state policies.

Regulation

Efficient: We coordinate processes across work units to help us make timely decisions, including during high-demand times when we must work under pressure to deliver high quality outcomes. We target resources to ensure optimal use in all our work.

Proportionate: We identify, assess and respond to risk to inform decisions and develop more robust and evidence-based understanding of where to target resources. We make decisions and allocate resources in the best interests of the community, proportionate to the assessed risk.

Necessity-based: We reduce regulatory burden by eliminating unnecessary requirements.

Consistent: Our decisions are supported by a unified vision and a shared sense of identity. We constantly revisit our processes to ensure consistency and comparability of decisions. We take a principled rather than a rule-based approach.

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