Education Report: Highly Targeted Social Media and Marketing Campaigns

To: Hon Chris Hipkins, Minister of Education

Date: 21 May 2018
Priority: Medium

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Purpose of report

1. This report provides an overview of the highly targeted social media and marketing campaigns announced as part of the teacher supply package in December 2017, including the intended timing to launch the campaigns.

Recommended Actions

2. We recommend that you:
   a) Note that the first in a series of highly targeted social media and marketing campaigns will be launched by 12 June.

   b) Agree that we work with your office and arrange a time to take you through the campaigns, including messaging and collateral, by 12 June.

   c) Agree that this Education Report is not proactively released as part of the next publication.

   But I'd like it released, with redaction as appropriate once the campaign is well advanced.

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Hon Chris Hipkins
Associate Minister of Education

20 May 2018
Background

1. Late in 2017, two small marketing campaigns were launched to lift teacher supply for the start of the 2018 school year, particularly in Auckland.

2. One campaign connected graduates with recruitment support from the two recruitment agencies contracted by the Ministry. A second campaign targeted trained teachers, motivating them to return to the workforce. The campaign communicated directly with this audience through a recruitment database, promoting the Teacher Education Refresh (TER) initiative and connecting returning teachers with recruitment agencies contracted by the Ministry.

3. The two campaigns resulted in a total of 148 teachers approaching recruitment agencies contracted by the Ministry, for help to find positions leading up to the start of the 2018 school year.

4. Around the same time, initiatives that smooth the pathway for teachers trained overseas who move to New Zealand to teach, were introduced by joint agencies (Education Council, Immigration New Zealand, New Zealand Qualifications Authority and Education Payroll Service). This included the introduction of pre-approved qualifications, promotion of the Overseas Recruitment Grant to more than 6,000 teachers in the UK and Ireland, and the launch of an online hub to provide a central point for information from the agencies involved.

5. In addition, an insert in the Education Gazette provided principals with updated information about the process for recruiting overseas-trained teachers and relevant supply initiatives.

6. On 11 December 2017, Cabinet approved a teacher supply package of $9.5 million from reprioritised funds. The package was designed to address immediate teacher supply pressures and included a time-limited and highly targeted social media and marketing campaign.

7. To achieve the objectives of the supply package a continued campaign will be needed. In recognition of this, the Government has funded $2.8 million over four years as part of Budget 18 to implement marketing campaigns to lift enrolments in initial teacher education, encourage former teachers back to the classroom, attract overseas qualified teachers and support principals with their recruitment practices.

Highly Targeted Social Media and Marketing Campaign

8. The Government commitment in the teacher supply package, is to develop and implement a highly targeted social media and marketing campaign to raise the status of the profession in the sector, the wider New Zealand public and internationally trained teachers. This is the first time the Ministry has developed a comprehensive overarching marketing campaign with this purpose.

9. A broad campaign will aim to capture the hearts and minds of all those in the profession and the wider New Zealand public, including a focus on te reo Māori speakers. This phased campaign will prompt the audience to re-think the value of teaching as a profession and create a positive environment for the highly targeted campaigns outlined below and future recruitment campaigns to attract people into teaching. This first ‘setting the scene’ phase is especially important to change the conversation of a national audience from the current focus on teacher workload, supply and bargaining, to a conversation about the value of teaching.

10. In addition to a broad overarching campaign, the work includes four campaigns for specific target groups:
• Returning teachers – New Zealand trained and registered teachers no longer in the teaching workforce who can return to the classroom within three months.

• New Zealand teachers overseas – New Zealand trained teachers currently working overseas who can be returned to the classroom within three months.

• Overseas-trained teachers – teachers who hold pre-approved qualifications that speed up the process of moving to teach in New Zealand.

• Graduates – new ITE graduates ready to move directly into the classroom, with appropriate mentoring and opportunity.

11. The campaigns will also promote the products and services available through the supply package, along with the wider programme of scholarships and awards administered through the Ministry.

12. The campaigns are outlined in attachment ‘A’. For each campaign the Audience, Evidence Base, Outline of the Campaign, Timeline and Channels are described.

Evidence and Testing that Underpins the Campaigns

13. The Ministry has worked with Colmar-Brunton to research and understand motivations and barriers to teaching for each of the target groups.

14. The first phase of this work was completed in December 2017 and provides an evidence base for the design and implementation of the campaigns. The research showed that ‘meaning and purpose’ balanced with ‘career must haves’ (flexibility, personal development, fun and satisfaction, making a difference, financial reward, and security) are motivators for teachers.

15. The Ministry contracted the advertising agency Foote Cone Belding (FBC) to design and deliver the campaigns. Concepts are being developed and tested with teachers through further research by Colmar Brunton. The concepts are also being tested with agencies involved in the process for overseas teachers recruited into New Zealand.

16. An internal reference group, along with cultural advisors engaged by FBC, are partnering to ensure the campaign resonates strongly with Māori and Pasifika.

Next Steps and Timelines

17. The five campaigns, based on evidence from Colmar Brunton, are at differing stages of development, working towards a phased launch to differing audiences. The table below provides an overview of next steps and deadlines for launch.

<table>
<thead>
<tr>
<th>Campaign</th>
<th>Next steps</th>
<th>Launch deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching</td>
<td>Workshop with teachers to develop concepts based on authentic stories from real teachers, alongside an option in te reo Māori.</td>
<td>Late July</td>
</tr>
<tr>
<td>Returning teachers</td>
<td>Aligns to overarching campaign to develop messages based on authentic teacher stories.</td>
<td>Late July</td>
</tr>
<tr>
<td>New Zealand teachers overseas</td>
<td>Refreshed &quot;Bring a Kiwi Home&quot; campaign. Edit video material, finalise digital banners and messaging.</td>
<td>Early June</td>
</tr>
<tr>
<td>Overseas trained teachers</td>
<td>Finalise campaign based on feedback and test with agencies from the sector and with recruiters.</td>
<td>Early June</td>
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<td>---------------------------</td>
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<tr>
<td>Graduates</td>
<td>Develop positive stories for publication in online media.</td>
<td>Late June</td>
</tr>
</tbody>
</table>

18. If you agree, we will work with your office to set up a time when we can take you through each of the draft campaigns.

Proactive Release

19. The design of the campaigns relies on being able to package the messages and deliver them through the right channels at the right time for maximum effect. At this time a proactive release of this report could negatively impact the success of the campaigns.

Attachments

Attachment 1: Highly Targeted Social Media and Marketing Campaign – Education Workforce, Teacher Supply
<table>
<thead>
<tr>
<th>Campaign</th>
<th>Audience</th>
<th>Evidence base</th>
<th>Outline</th>
<th>Timeline and channels</th>
</tr>
</thead>
</table>
| Overarching campaign | The education sector as a whole, the wider New Zealand public and potential international viewers | Research by Colman-Brunton into the motivations and barriers to teaching among secondary, tertiary, and career change audiences was completed December 2017 and found that:  
- personal experience, content and media are the biggest influence on perceptions of teaching  
- messages must focus on the compelling unique narrative found in teaching, the flexibility, personal development, autonomy, satisfaction, making a difference, financial reward and security  
- messages can be tuned but must not overclaim or mislead, and must be realistic.  
  Colman-Brunton tested 2 scenarios for the overarching campaign through in-depth interviews with 18 teachers – Māori, Pasifika, Pākehā, male, female, diverse age groups and across all sectors (this meets industry standards for market research). The concepts tested to determine how teachers responded were:  
  - teachers make a difference every day, but the lessons that have the greatest impact go beyond what’s in the curriculum  
  - one of the joys of teaching is that your contribution can earn you the love and respect of a new generation. Few other professions can match that;  
  - one of the key roles of a teacher is to remove barriers that still exist.  
  Testing found that the concept was true for teachers, creating a sense of being understood and the depth/fullness of the role (talks about the everyday, unique, unseen elements of teaching – the full value of teaching). Authenticity is important and can springboard off examples of teaching stories which can be quite small in terms of action, but emotionally rich. | The campaign aims to capture the hearts and minds of those in the profession and the wider New Zealand public including a specific focus on lower socio-economic areas. It will set the scene and create a positive conversation about teaching, in advance of the specific campaigns for targeted groups.  
  The key message of the overarching campaign will acknowledge the "full value" of teachers and teaching, helping teachers and the public to think again about the status of teaching by illuminating the small yet profound moments that guide and direct the path of a child/young person – something teachers believe has not been appreciated but has importance in the wider world.  
  For example: Mr Smith is a teacher of perseverance, bravery, respect and to too. | The campaign will be live in market late July 2018, starting with an exclusive launch to teachers telling the stories that inspired the campaign and providing a platform for teachers to share their own stories.  
  A 5-minute video will share the stories behind the campaign – videos from different backgrounds, districts, in their own words, about small moments of importance which inspired the "full value" concept that underpins the campaign.  
  The launch video will be shared through social media and digital channels in advance of the campaign.  
  The campaign will be delivered through mainstream media channels including broadcast (TV), social and digital, with a focus on priority target groups. |
| Returning Teachers | Returning teachers – New Zealand trained and registered teachers who can have back in the classroom within 3 months. | The marketing agency FCB conducted qualitative research in November 2017 to understand what it would take for lapsed teachers living out of Auckland to return to teaching.  
  18 teachers were interviewed across a mix of sectors (primary, secondary and tertiary). The findings were:  
  - most teachers think of teaching as a difference in the lives of children  
  - most teachers feel that their teaching had been compromised by an unsupportive or unsupportive class  
  - the registration process is confusing and asks too much of them  
  - there is a loss of confidence while not teaching so relying on the benefits of teaching without the workload, salary and hours.  
  Insights from the research suggest the need to remind teachers about their motivation to teach. In the short term a focus on "teachers talking to teachers" through informal channels will develop grassroots networks or Facebook groups for conversations about teaching. In the medium term, the focus will be on stories of best practice that foster collaboration and engagement between teachers. | This campaign will have a similar feel and look to the overarching campaign using consistent messages about the "full value" of teaching, again capturing the hearts and minds of the target group and motivating them to consider returning to teaching.  
  The campaign will play back to teachers the meaning and purpose that motivated them in their profession in an authentic and inspiring way – they need to believe in the profession again. This will be supported by messages in the overarching campaign that focus on the meaning and value that teachers create, increasing the status of the profession.  
  This audience will be invited in by supply initiatives and the programme of change underway in education for example the expanded TER availability. | The campaign will be live in market in late July 2018.  
  Direct communication will reach teachers on a recruitment agency database of those who have left the workforce.  
  This will be a combination of stories from the overarching campaign and messages promoting supply initiatives encouraging teachers to contact a recruitment agency for information and help to re-enter the workforce.  
  This campaign will be live in May 2019.  
  Shareable content will be launched in social channels.  
  Those who watch the video will be see additional online banners with messages about the campaign and supply initiatives such as the Overseas Reolocation Grant.  
  Together with details about the support available from Ministry-contracted recruitment agencies. The banners will lead viewers to an online information hub. |
## Bringing overseas teachers into New Zealand

| Graduates | ITE Graduates into the Workforce – an audience that can go straight into the classroom, with appropriate mentoring and opportunity. | The Ministry has worked closely with Immigration New Zealand, drawing on insights (including those from the Immigration New Zealand (INZ) marketing team) to identify motivators and barriers to overseas-trained teachers on their INZ Show database. INZ research shows that international teachers look for professional challenges from a world-ranked system (INZ Curriculum highly regarded overseas) that's seen as creative and innovative, alongside a lifestyle they won't find elsewhere. By choosing New Zealand they look forward to high professional standards, a balanced lifestyle and close proximity to the great outdoors – where they can both teach and 'play'. The research shows that the majority of international teachers come from English-speaking countries, with strong cultural and education similarities to New Zealand, as the UK, Ireland, Australia and Canada. INZ Insights show that New Zealand appeals as a holiday and lifestyle destination, particularly for those who enjoy the 'adventure playground' available here. In addition, the Overseas Recruitment Grant has high appeal. | This campaign will start by approaching teachers from the UK and Ireland who have expressed interest in teaching in New Zealand – INZ hold a database of more than 8,000 teachers who have approached them as part of the INZ Show initiative. The campaign will provide INZ with initial email messages for the group, reminding them that New Zealand is more than a beautiful holiday destination if they come here to live and teach. The Overseas Recruitment Grant will be a key product promoted through the campaign. This 'gateway' email will be crucial to building a Ministry-owned database of 'prospective' teachers. These teachers will opt in for further information and the Ministry will communicate with them directly. The campaign will communicate with a wider audience of UK and Ireland teachers who may not have considered an international move, through social and digital media channels. | This campaign will be live by 32 June 2018. The campaign will target teachers on the INZ database with emails containing images of New Zealand with messages that highlight family, lifestyle and professional motivators. This will be supplemented by messages about the process involved (with direct links to the online information hub), the products and services available from the Ministry. A further arm of the campaign will target a wider audience of teachers with messages about New Zealand and the New Zealand education system, linked to the online information hub. A number of reports provide insights about the factors that set new teaching graduates on a pathway towards a successful teaching career – analysis of employment patterns among new teachers to the payroll, Evaluation of the Ministry Medium Retention Pilot (interview reports) and a recent ERO report on new teaching graduates. Research by FEC on motivators/barriers to teaching among STM graduates. Findings show new teaching graduates are more likely to stay in the profession when employed in long-term full-time roles, and when they have effective mentoring and induction. However, reports also show that principals prefer to hire experienced teachers, that new graduates therefore struggle to secure these roles and have little support to find a teaching role, and that the quality of mentoring varies considerably. Research among STM graduates showed that other industries offer a 'handholding' service that supports tertiary students throughout study, graduation, recruitment and employment. However, graduates considering career options, feel that teaching lacks this support and guidance through the career pathway – no one to make it easy. You are on your own'. Insights from the reports show that 'involved' principals improve outcomes for new teaching graduates and therefore can help to change the cycle. | The first phase of this campaign will target principals who are key gatekeepers in the outcomes for new graduates, reinforcing the positives of hiring a beginning teacher (eg new graduates as part of the solution to teacher supply issues, long-term positive impact on the school). Messages will promote the support available from Ministry-contracted recruitment agents to help principals find the best new grad for their school, and assistance from the Ministry itself (ie Time Allowance, Voluntary Bonding, Auckland BT project). Following the success of the nationwide ITE graduate campaign late in 2018 (a lift from 50-200 graduates approaching a Ministry-contracted recruitment agent for job?find assistance), a second phase of this campaign will work through tertiary providers to communicate directly with ITE graduates and Tuwhareonga scholarship recipients in the second half of 2018. The campaign will encourage them to register with the Ministry-contracted recruitment agencies for help to find teaching positions, and highlight the products and services available to them as they start their careers as teachers. In addition, pilot stories about principals that have hired new teaching graduates will be launched through mainstream media to create a positive environment for conversations about the positive long-term impact new graduate teachers have made in their school. | Campaign will be live late in June 2018. The campaign will target principals through 'Principals Today' and through a new edition of the 'Recruitment Tips' A3 insert in the Education Gazette. This will be supported by online media stories (eg Stuff.co.nz) about the 'successes' for principals who have hired new teaching graduates. 2018 teaching graduates will be targeted through tertiary providers later in the academic year through their student database. Messages, email flyers and social media posts for sharing will link graduates to Ministry-contracted recruitment agents and information about the products and services available to them. |