

Consultation on a revised set of standards for the teaching profession:

What we heard and how we responded

June 2025



**Teaching
Council of
Aotearoa
New Zealand**

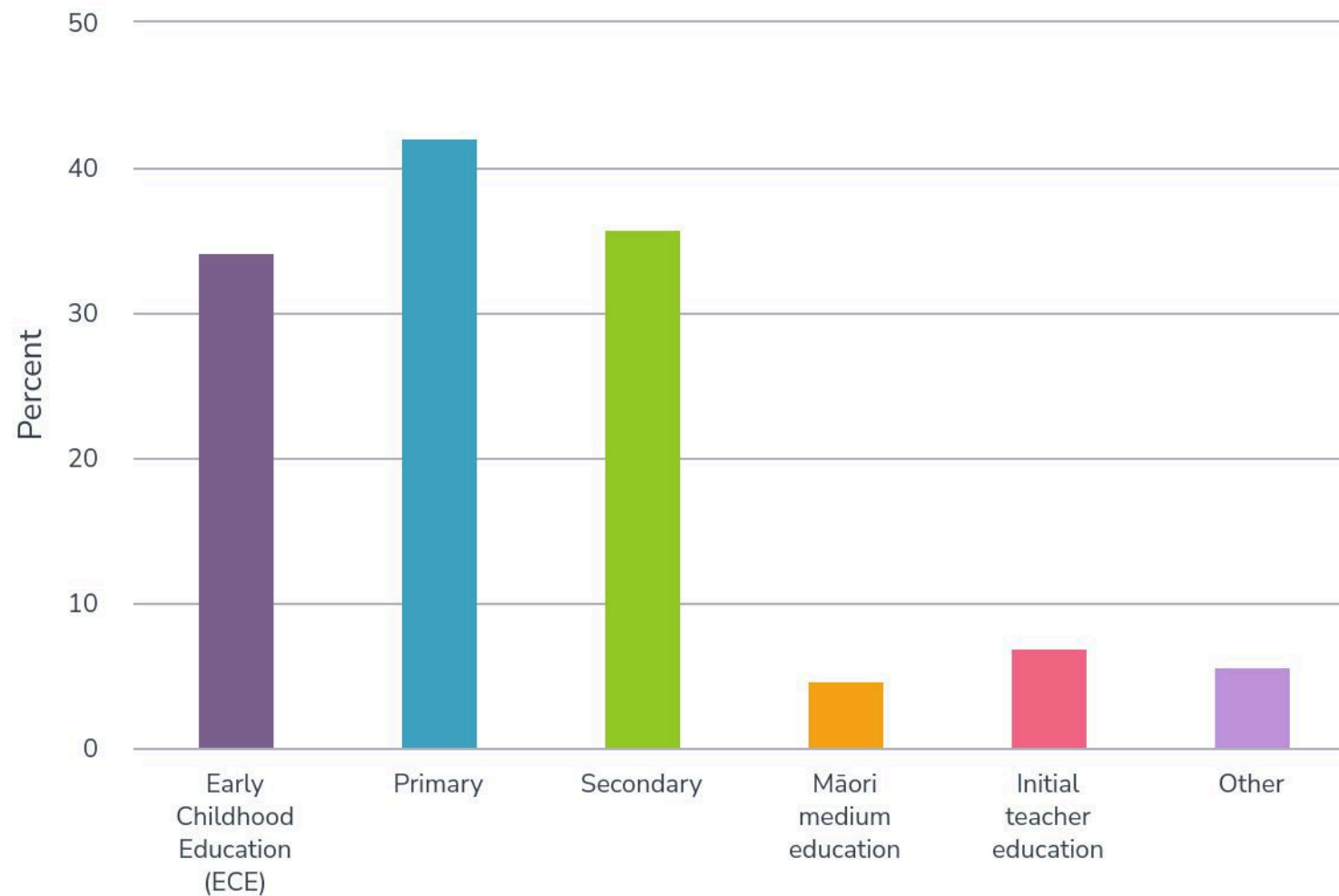
Matatū. Tū Mataora.
Stand tall. Shape the future.

Total responses

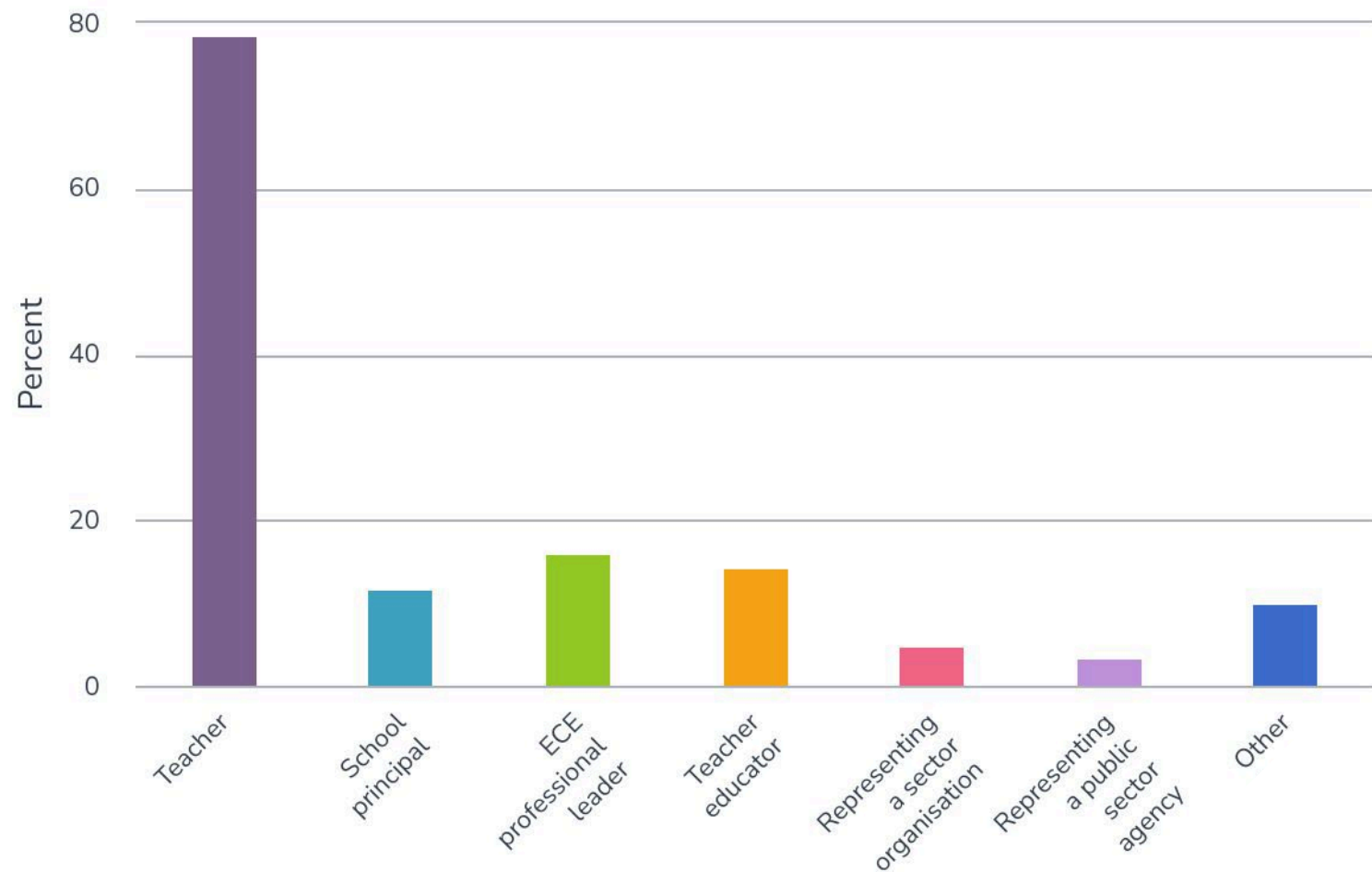
12 March 2025 – 2 May 2025

- 1,642 survey responses
- 64 written submissions
 - 16 from ITE providers, sector organisations, and experts
 - 48 from other respondents
- 25 discussions
 - with a mix of representative groups from schools, leaders from ECE organisations, and teachers from all sectors

Survey – respondent sector



Survey – Respondent role



Survey - Question format



For each standard, we asked “Does the proposed standard appropriately encompass an important aspect of quality practice?”

We also invited respondents to give written feedback on each individual standard.

Respondents were also asked their opinion of:

- the standards as a whole
- giving the focus areas standing as part of the standards, and therefore a key part of the Professional Growth Cycle
- whether the domains help to make the standards an effective and accessible representation of the effective practice of a teacher.

Summary of changes



The standards themselves

The eight finalised standards are essentially the same standards that we consulted on, reflecting the high levels of support they all received.

There have been changes to the titles of Standard 3 (to avoid misconceptions that Standard 3 deals with relationships with individual learners – this comes under Standard 5) and Standard 8 (some of the previous detail has been transferred to the descriptor).

There have also been changes across the descriptors for the eight standards, aligning them more closely with the focus areas that each of them cover.

The domains

The 'I' statements at the beginning of each of the three domains in the consultation document (I know/I know do/I am) have been dropped but the structure and wording of the domains otherwise remain the same.

Standard 1, Te Tiriti Partnership, is regarded as underpinning all three domains, with the visual depiction now having Standard 1 as the centre of a segmented circle that groups the other standards into the domains.

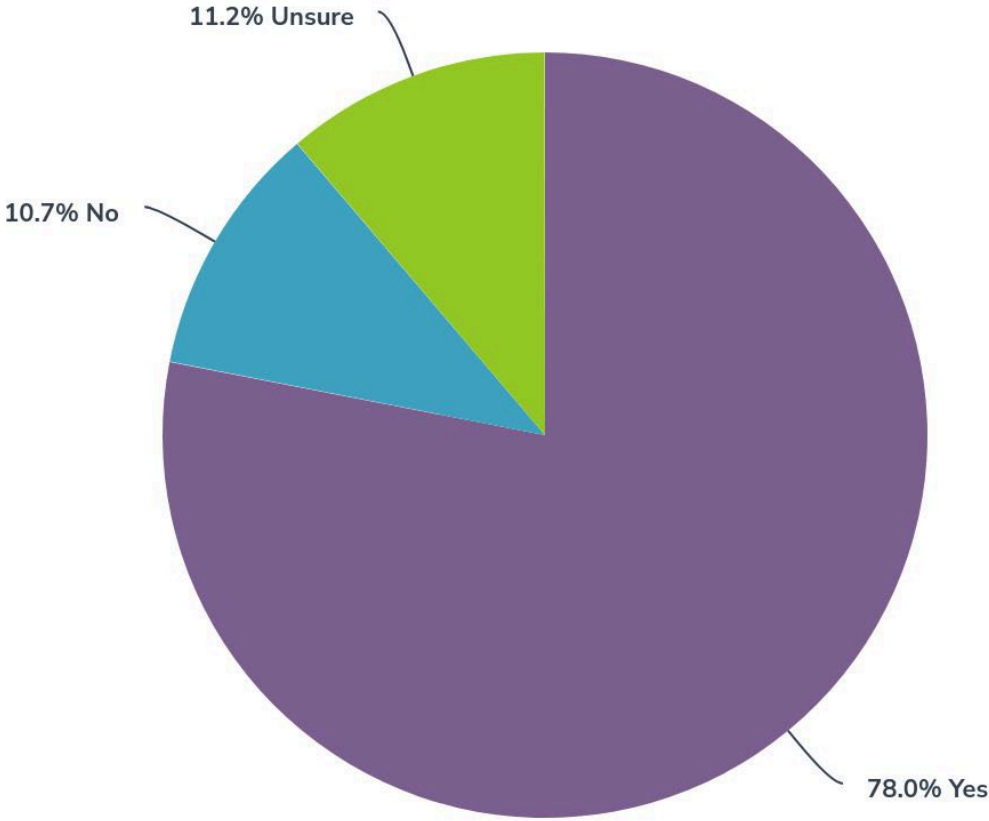
The focus areas

The post-consultation drafting work has focused in particular on the focus areas, giving consideration to the range of feedback received. This has entailed:

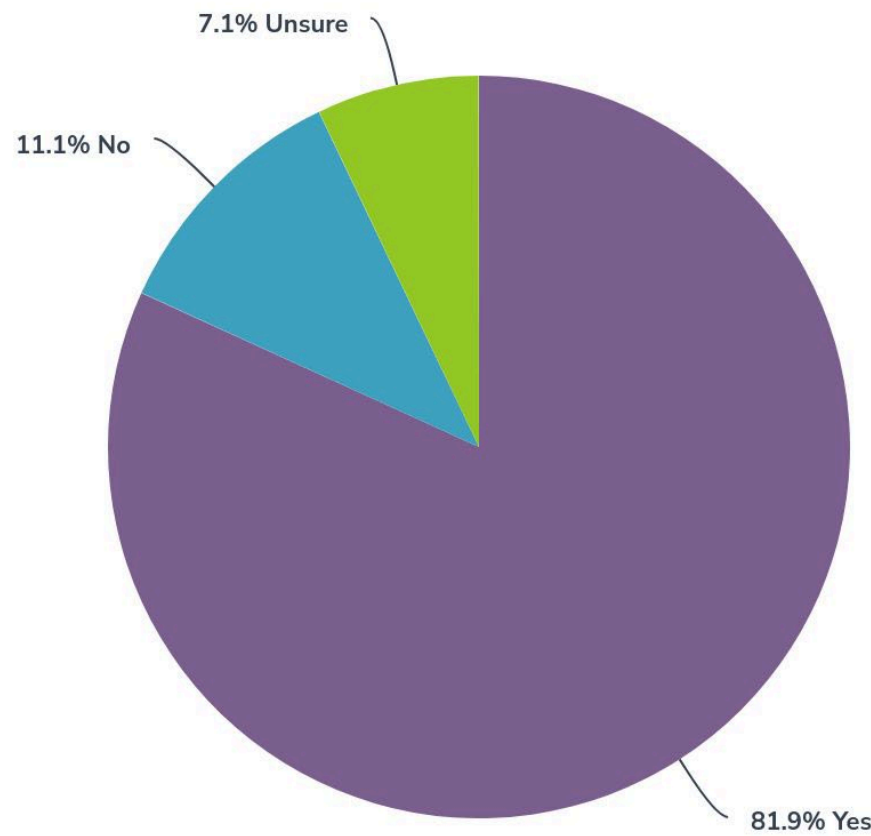
- one new focus area added (1.3), based on phrasing moved across from focus area 3.3
- the two digital technologies focus areas merged into one (5.4), with its scope expanded to all equipment and technologies used for the purposes of teaching and learning
- one focus area (8.5 – 'Uphold professionalism – Meet relevant regulatory, statutory, and professional requirements') removed -- this would fit better as a re-certification requirement
- four focus areas (1.3, 2.2, 5.1 and 7.3) with text transferred from another focus area
- drafting changes to most focus areas.

The drafting changes address specific matters raised but more generally have also aimed to strengthen the structure of the standards and focus areas in terms of: a more consistent alignment between the standard and its domain (e.g. less blurring between understanding and practice); less overlap between focus areas; and less complexity in the range of propositions contained in each focus area. These changes have also contributed towards improving the simplicity and clarity of the focus areas.

Overall, do these standards as a whole describe the effective practice of a teacher in Aotearoa New Zealand?



Does the proposed standard ‘Te Tiriti o Waitangi partnership’ appropriately encompass an important aspect of quality practice?

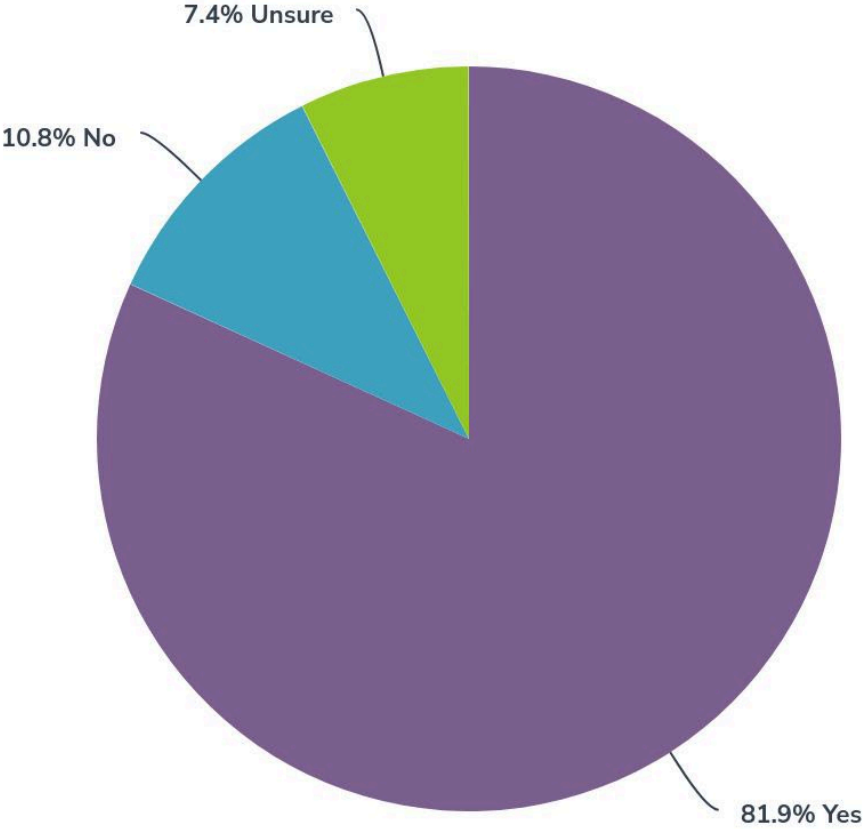


Standard 1 - Te Tiriti o Waitangi partnership

Comment theme	Frequency
Strengthen the Te Tiriti standard	79
Don't have a stand-alone Te Tiriti standard	78
General supportive comments	78
Comments about implementation and monitoring	57
Drafting/wording suggestions	52
Comments about workload, and need for resources and support	52
General critical comments	46
Leave the Te Tiriti standard unchanged	27
Contesting 'partnership' and/or the prominence of Te Tiriti	26
Comments about considering other cultures	24
Other areas should be prioritised	10
Support for Te Tiriti standard standing outside the three domains	8
Not elsewhere categorised	10

Consultation version	Final version	Features of changes
Standard 1: Te Tiriti O Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	Standard 1: Te Tiriti O Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	No change.
Focus area 1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	Focus area 1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	No change.
Focus area 1.2 Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.	Focus area 1.2 Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.	No change.
	Focus area 1.3 Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga.	NEW FOCUS AREA. <ul style="list-style-type: none"> Based on an element of the proposed FA 3.3 that was causing misconceptions in that location. Filled out to amplify 1.2 in practice.
Focus area 1.3 Practise and develop the use of te reo and tikanga Māori.	Focus area 1.4 Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.	RELOCATED CONTENT: Second half has been moved from FA 4.6 to simplify that FA and bring the two references to te reo and tikanga together.

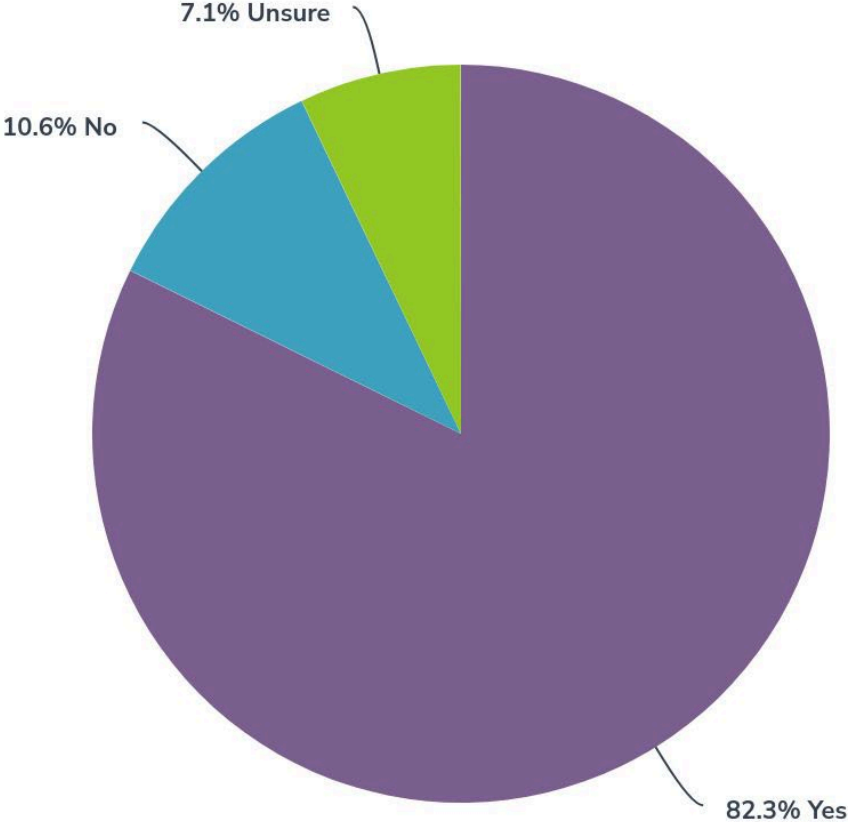
Does the proposed standard ‘Know the content and how to teach it’ appropriately encompass an important aspect of quality practice?



Standard 2 - Know the content and how to teach it

Comment theme	Frequency	Consultation version	Final version	Features of changes
General supportive comments	87	Standard 2: Know the content and how to teach it	Standard 2: Know the content and how to teach it	
Concerns (and some support) re digital technologies	86	Design learning based on curriculum and pedagogical knowledge.	Understand how to design learning based on content, curriculum, and pedagogical knowledge.	ALIGNMENT WITH FOCUS AREAS
Comments about workload, and need for resources and support	73	Focus area 2.1 Content and teaching strategies of the teaching area	Focus area 2.1 Understand the content	SIMPLICITY AND CLARITY
Drafting/wording suggestions	65	Have a deep understanding of the content knowledge, progressions in learning, and teaching strategies appropriate to the learners I am teaching and to the learning area(s) where relevant.	Demonstrate a developed understanding of the knowledge relevant to the content being taught.	RELOCATED CONTENT: “Learning progressions” has been moved to 2.2. Teaching strategies consolidated in 2.3
General critical comments	48	Focus area 2.2 Foundational role of the curriculum	Focus area 2.2 Understand how to enact the curriculum	Nature of the curricula referenced spelt out
Concerns about application to ECE	46	Have the ability to teach the relevant curriculum effectively in a way that supports every learner to succeed.	Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed.	SIMPLICITY AND CLARITY
Concerns (and some support) re emphasis on literacy and mathematics	44	Focus area 2.3 Informed by research and innovations	Focus area 2.3 Understand evidence-informed teaching strategies and practices	RELOCATED CONTENT: “Learning progressions” has been moved from 2.1.
Comments about the Government’s curriculum changes	29	Understand and apply research, evidence and innovations related to: content disciplines; pedagogy; inclusive teaching practices including supporting learners with additional learning needs; and wider education matters.	Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.	CLARIFIED FOCUS: Pedagogical knowledge
Concerns about content knowledge expectations	23	Focus area 2.4 Literacy and mathematics, and te reo matatini and pāngarau	Focus area 2.4 Understand how to foster literacy and numeracy as foundational capabilities	DOMAIN CLARITY
No need to change	19	Apply knowledge and understanding of effective teaching strategies to promote high standards of learner capability, proficiency, and accuracy in oral language, literacy and mathematics, across all learning areas and levels.	Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.	CLARIFIED FOCUS: <ul style="list-style-type: none"> Literacy and numeracy Foundational capabilities across areas and levels
Support for content knowledge expectations	17	Focus area 2.5 Digital technologies		DOMAIN CLARITY
Reference to ‘te reo matatini and pāngarau’	14	Understand effective teaching strategies that integrate digital technologies into learning and teaching.		ADDRESSING ECE CONCERNS
Should be ‘numeracy’ not ‘mathematics’	13			REMOVED FOCUS AREA: Incorporated into 5.4
Arrangement of focus areas	11			ADDRESSING ECE CONCERNS
Comments about implementation and monitoring	8			
Learners are challenging	7			
Overlap with other standards	6			
Not elsewhere categorised	76			

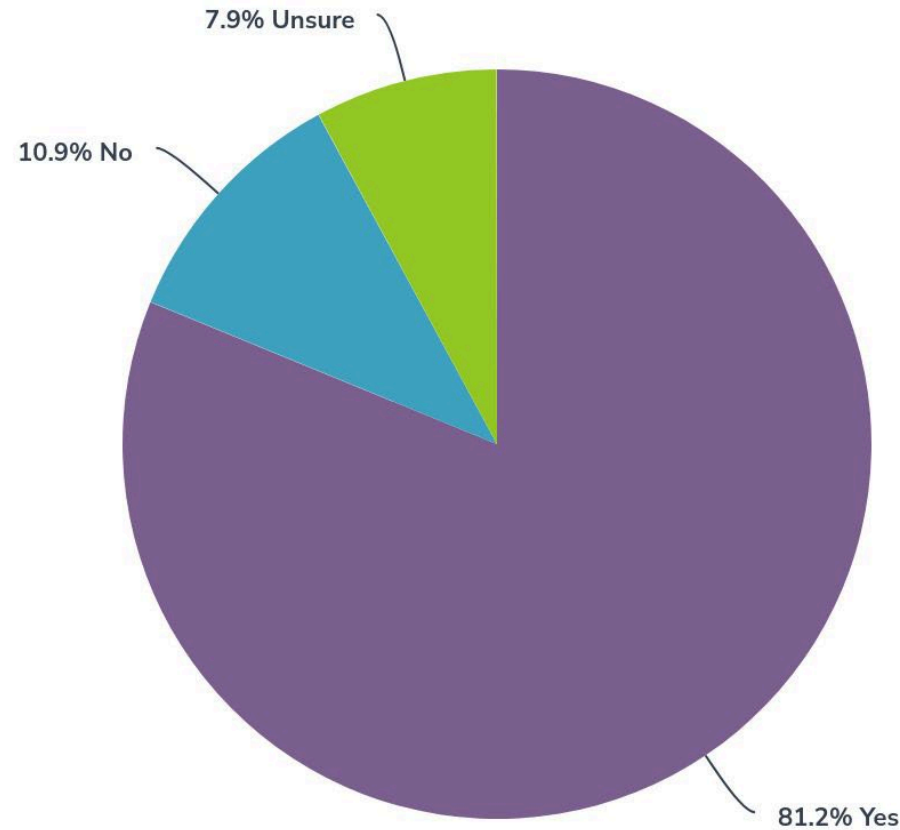
Does the proposed standard ‘Know learners and how they learn’ appropriately encompass an important aspect of quality practice?



Standard 3 - Know learners and how they learn

Comment theme	Frequency	Consultation version	Final version	Features of changes
Comments about workload, and need for resources and support	71	Standard 3: Know learners and how they learn	Standard 3: Know the learner and the learning process	ALIGNMENT WITH FOCUS AREAS
General supportive comments	48	Understand the learning process and the strengths, interests, needs, identities, languages, and cultures of each learner.	Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.	
General critical comments	44	Focus area 3.1 Understand how learning happens	Focus area 3.1 Understand how learning happens	Science of learning explicitly referenced. Role of cognitive, emotional, and social factors spelled out.
Drafting/wording suggestions	38			
Debate about 'understanding my own biases'	28			DOMAIN CLARITY
Debates about cultural responsiveness and related issues	23	Structure teaching programmes using a secure knowledge and understanding of how people learn from the learning and development sciences and their application.	Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning.	
Views about the Science of Learning / learning and development sciences	19	Focus area 3.4 Inclusive teaching and learning	Focus area 3.2 Understand how diverse needs can be met	CLARIFIED FOCUS: 'Diverse needs' rather than all inclusion (cf. 3.3)
Placement of "reflect Te Tiriti o Waitangi partnership"	18	Use evidence to develop learning strategies that support learners with additional needs such as neurodiversity and disabilities, and demonstrate an understanding of how to implement learning support, including responsive and trauma informed teaching, and a willingness to seek specialist support where needed, to enable these learners to fully participate and succeed.	Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed.	
Relationship with learners as part of this standard	18			'DIVERSE LEARNERS' RATHER THAN 'CALLING OUT' [partially]
Concerns about application to ECE	17			
No need for change	15			ADDRESSING WORDING CONCERNS: "Additional needs"
Views about referencing trauma-informed teaching	15			
Comments about implementation and monitoring	14	Focus area 3.3 Culturally responsive teaching	Focus area 3.3 Understand culturally responsive teaching	SIMPLICITY AND CLARITY
Arrangement of focus areas / overlap with other standards	11	Design creative and engaging teaching and learning activities for diverse learners that reflect Te Tiriti o Waitangi partnership and bring the curriculum to life through rich contextualisation to learners' culture, backgrounds, and interests.	Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.	
Appropriate way to reference learners with learning support needs and other groups	6	Focus area 3.2 Understand my own biases	Focus area 3.4 Understand own assumptions and beliefs	RELOCATED CONTENT: The phrase "reflect Te Tiriti o Waitangi partnership" caused misunderstanding within this context and has been moved to its own focus area (1.3)
Not elsewhere categorised	29	Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages, and cultures.	Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.	
				ADDRESSING WORDING CONCERNS: "Biases" in title attracted some adverse responses.

Does the proposed standard 'Plan for and implement effective teaching and learning' appropriately encompass an important aspect of quality practice?



Standard 4 - Plan for and implement effective teaching and learning

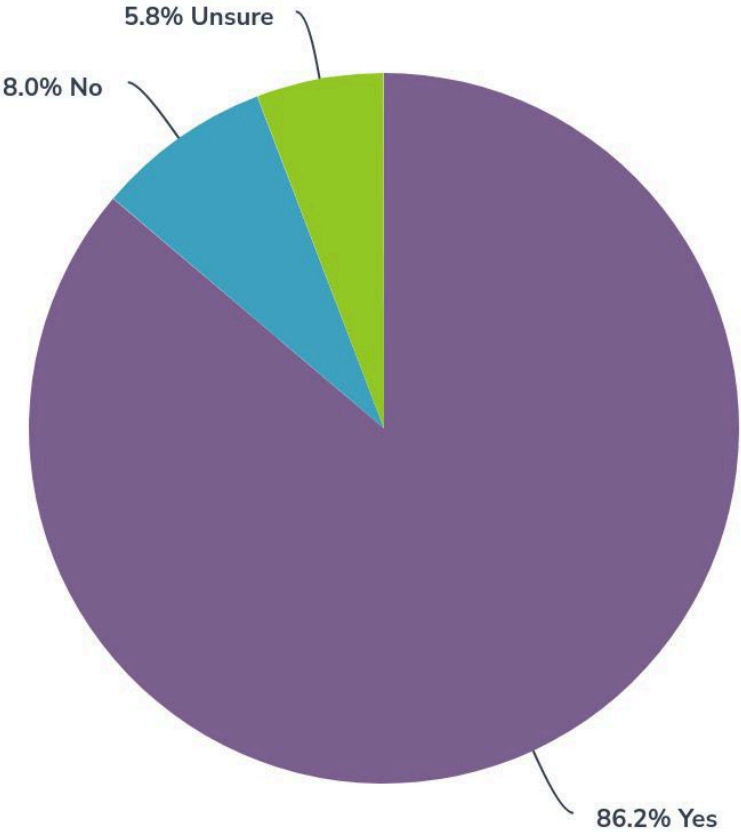
Comment theme	Frequency	Consultation version	Final version	Features of changes
Disagreement and confusion on 'Māori succeeding as Māori'	75	Standard 4: Plan for and implement effective teaching and learning	Standard 4: Plan for and implement effective teaching and learning	DOMAIN CLARITY:
Drafting/wording suggestions	66	Teach and respond to learners in a knowledgeable way to progress their learning at an appropriate depth and pace.	Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.	The role of planning reiterated in the descriptor as well as the title.
General critical comments	50	Focus area 4.1 Set high expectations	Focus area 4.1 Set high expectations	'DIVERSE LEARNERS' RATHER THAN 'CALLING OUT'
Concerns about application to ECE	49	Demonstrate high expectations for the learning outcomes of all learners, including those with additional learning support needs.	Set high expectations for the learning outcomes of every learner.	ADDRESSING WORDING CONCERNS: "Additional needs"
Comments about workload, and need for resources and support	49	Focus area 4.3 Content selection and organisation	Focus area 4.2 Prepare learning experiences that are coherent and well organised	ADDRESSING ECE CONCERNS
General supportive comments	39	Organise content into coherent, well-sequenced learning and teaching programmes.	Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.	ADDRESSING WORDING CONCERNS: "Well-sequenced"
Discussion of 'well-sequenced' approach	33	Focus area 4.2 Advance learner progress and achievement	Focus area 4.3 Advance the progress and achievement of all learners	'DIVERSE LEARNERS' RATHER THAN 'CALLING OUT'
Views about 'learner progress' expectations in the standard	31	Teach in ways that ensure all learners are making sufficient progress, focusing particularly on those who may be struggling, while also using practices to challenge and deepen learning for all learners, including gifted and highly proficient learners.	Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.	SIMPLICITY AND CLARITY
Support for 'Māori succeeding as Māori'	26			
Appropriate way to reference learner needs	25			
Relationship with other standards	20			
Inclusion of 'gifted and highly proficient learners'	15			
No need for change	14			
Role of relationship with learners in the standard	12			
Comments about implementation and monitoring	10			
'Increasing repertoire' phrase	10			
Not elsewhere categorised	37			

/cont. overleaf

Standard 4 - Plan for and implement effective teaching and learning (cont.)

Consultation version	Final version	Features of changes
<p>Focus area 4.4 Use teaching strategies</p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies, and assessment for learning strategies and use these adaptively in response to the needs of individuals and groups of learners.</p>	<p>Focus area 4.4 Use and adapt teaching strategies</p> <p>Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.</p>	<p>SIMPLICITY AND CLARITY</p> <p>ADDRESSING WORDING CONCERNS: “increasing repertoire”</p>
<p>Focus area 4.5 Develop learning-focused relationships</p> <p>Build genuine, respectful, and culturally appropriate relationships with learners to better understand their needs and enable them to be active participants in the process of learning, including collaboration, learning from one another, and developing agency over their learning.</p>	<p>Focus area 4.5 Enable learning-focused capabilities</p> <p>Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.</p>	<p>CLARIFIED FOCUS: Learners’ active role in learning.</p> <p>References to critical thinking, self-reflection, and self-regulation added.</p> <p>RELOCATED CONTENT: First part of descriptor has been moved to 5.1.</p>
<p>Focus area 4.6 Māori succeeding as Māori</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori, including using an appropriate level of knowledge of tikanga and te reo Māori to support positive engagement with Māori learners and their whānau and communities.</p>	<p>Focus area 4.6 Māori succeeding as Māori</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p>	<p>RELOCATED CONTENT: Second half of descriptor has been moved to 1.3.</p>

Does the proposed standard ‘Create and maintain supportive and safe learning environments’ appropriately encompass an important aspect of quality practice?

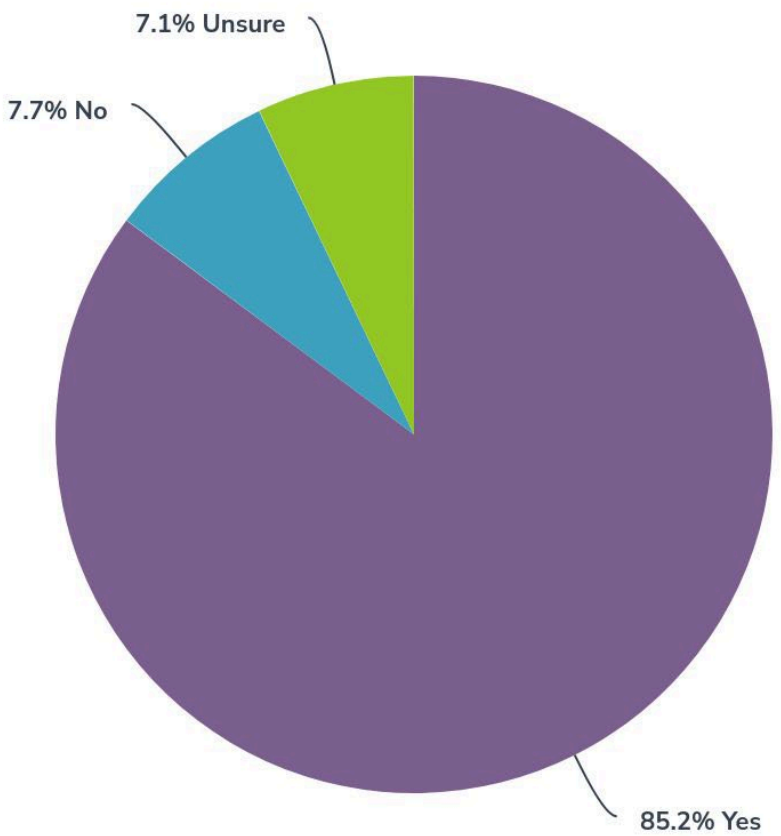


Standard 5 - Create and maintain supportive and safe learning environments

Comment theme	Frequency
Comments about workload, and need for resources and support	107
General supportive comments	69
Views about approaches to behaviour	51
Drafting/wording suggestions	44
Concerns re technology in education	41
Specific comments about AI	37
Views about the focus on 'safe'	28
Concerns about application to ECE	26
General critical comments	23
No need for change	21
Support for referencing technology in education	18
Comments about implementation and monitoring	13
Teacher wellbeing/safety	10
Not elsewhere categorised	59

Consultation version	Final version	Features of changes
Standard 5: Create and maintain supportive and safe learning environments	Standard 5: Create and maintain supportive and safe learning environments	ALIGNMENT WITH FOCUS AREAS
Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, compassion, collaboration, and safety.	Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.	
Focus area 5.1 Support learner participation	Focus area 5.1 Support learners to feel safe to participate in learning	CLARIFIED FOCUS: Safety as well as participation. RELOCATED CONTENT: First part of descriptor brought across from 4.5. SIMPLICITY AND CLARITY
Maximise learners' physical, social, cultural, and emotional safety, fostering trust, respect, and cooperation with and among learners so that they experience an environment where the diversity and uniqueness of all learners is accepted and valued, and they can be confident in their identities, languages, cultures, and abilities and in which it is safe to take risks.	Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning.	
Focus area 5.2 Manage the learning setting	Focus area 5.2 Ensure the learning setting meets diverse needs	CLARIFIED FOCUS: Meeting diverse needs SIMPLICITY AND CLARITY
Ensure access to learning for all, establishing workable routines and learning environments that support different physical, social, and intellectual development needs.	Establish workable routines and learning environments that support different physical, social, emotional and intellectual development needs to ensure access to learning for all.	
Focus area 5.3 Promote positive behaviour	Focus area 5.3 Manage the learning setting and promote positive behaviour	ADDRESSING ECE CONCERNS SIMPLICITY AND CLARITY ADDRESSING WORDING CONCERNS: "Clear rules and routines" Incorporates text from old heading of 5.2
Develop a shared understanding of positive behaviour and set high expectations in the learning environment for everyone, using clear rules and routines and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches that are appropriate to individual needs and the educational setting.	Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.	
Focus area 5.4 Use digital technologies safely, responsibly, and ethically	Focus area 5.4 Use equipment and technologies appropriately and effectively to support learning	BROADENED FOCUS: All equipment and technologies. RELOCATED CONTENT: 2.5 (effective use) has been merged into here. ADDRESSING ECE CONCERNS
Incorporate strategies to promote the safe, responsible, and ethical use of digital technologies, including artificial intelligence (AI), in learning and teaching.	Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.	

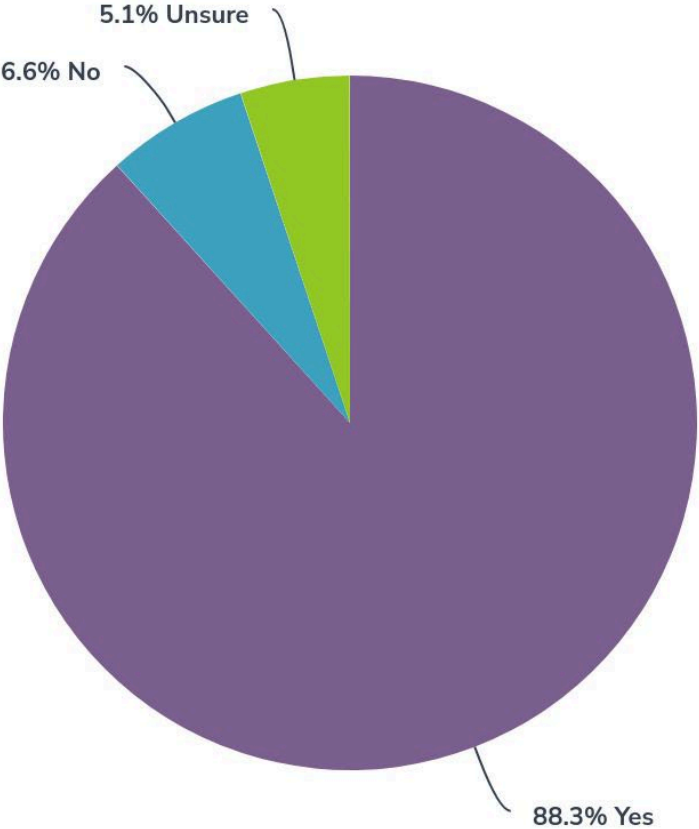
Does the proposed standard ‘Assess, provide feedback, and report on learning’ appropriately encompass an important aspect of quality practice?



Standard 6 - Assess, provide feedback, and report on learning

Comment theme	Frequency	Consultation version	Final version	Features of changes
General supportive comments	71	Standard 6: Assess, provide feedback, and report on learning Regularly and consistently assess and report on learner progress.	Standard 6: Assess, provide feedback, and report on learning Use regular and consistent assessment to inform teaching and share information on learner progress.	SIMPLICITY AND CLARITY ALIGNMENT WITH FOCUS AREAS
Concerns about application to ECE	54			
Comments about the term “aromatawai”	36			
Drafting/wording suggestions	34			
Comments about workload, and need for resources and support	33			
No need to change to the standards	22	Focus area 6.1 Monitor the extent and pace of learning Make effective and regular use of high-quality assessment and aromatawai practices to gather, analyse, and use appropriate formative and summative information.	Focus area 6.1 Monitor the extent and pace of learning Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners’ progress.	ADDRESSING ECE CONCERNS
General critical comments	17			
Comments about implementation and monitoring	16			
Comments about feedback and reporting	15			
Concerns about assessment	13			
Views about government policy	10	Focus area 6.2 Identify progress and learners’ needs Regularly set and monitor individual and group learning goals, design clear next steps in learning, and to identify learners who need additional support and/or extension or adaptations to teaching practice that may be required.	Focus area 6.2 Identify progress and respond to learners’ needs Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required.	CLARIFIED FOCUS: Response to progress information ADDRESSING ECE CONCERNS ‘DIVERSE LEARNERS’ RATHER THAN ‘CALLING OUT’
Arrangement of focus areas	8			
Not elsewhere categorised	103			
		Focus area 6.3 Provide effective feedback Ensure learners receive and understand ongoing feedback and assessment and aromatawai information, and support them to use this information to guide further learning.	Focus area 6.3 Provide constructive and understandable feedback Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.	BROADENED FOCUS: Parents/caregivers added in recognition of ECE (but also relevant in primary). SIMPLICITY AND CLARITY
		Focus area 6.4 Communicate assessment information Communicate and report clear and accurate assessment and aromatawai for learning and achievement information that identifies progress, strengths, and areas for development.	Focus area 6.4 Communicate assessment information Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.	CLARIFIED FOCUS: Communication to parents and whānau.

Does the proposed standard ‘Engage in professional learning’ appropriately encompass an important aspect of quality practice?

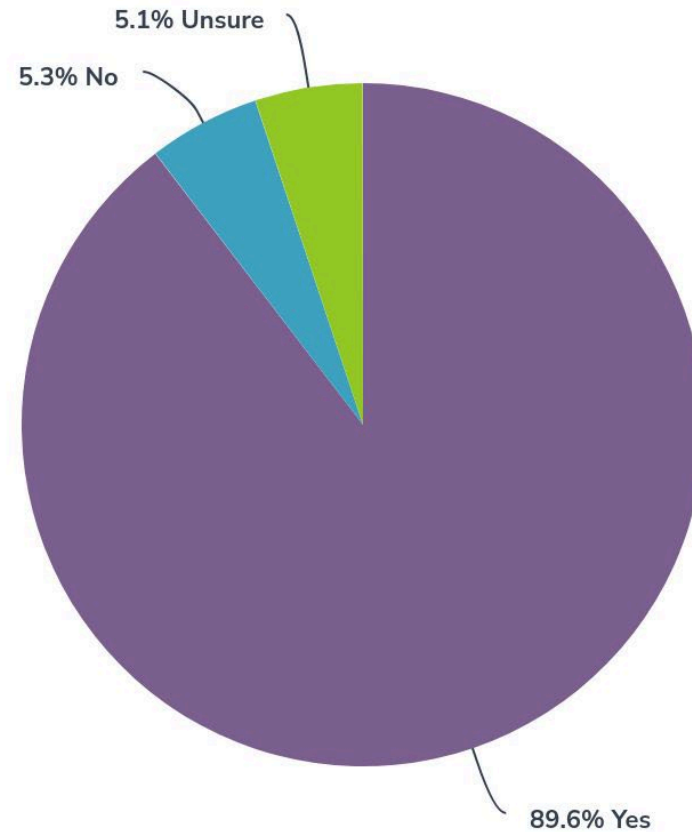


Standard 7 - Engage in professional learning

Comment theme	Frequency
Views about current PLD arrangements	99
General supportive comments	75
Comments about workload, and need for resources and support	51
Drafting/wording suggestions	51
No need to change to the standards	28
General critical comments	27
Views about the PGC process	21
Concerns about application to ECE	9
Comments about inquiry and appraisal	6
Role of feedback from learners and family/whānau	6
Te Tiriti dimension	6
Comments about implementation and monitoring	5
Not elsewhere categorised	63

Consultation version	Final version	Features of changes
Standard 7: Engage in professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability.	Standard 7: Engage in professional learning Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.	ALIGNMENT WITH FOCUS AREAS
Focus area 7.2 Engage in a professional growth cycle Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.	Focus area 7.1 Participate in a continuous cycle of professional growth Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.	ADDRESSING WORDING CONCERNS: 'Inquiry' had connotations of appraisal for some respondents. SIMPLICITY AND CLARITY RELOCATED CONTENT: 'Learner perspectives/ feedback' from 7.3.
Focus area 7.1 Engage in professional learning to improve practice Participate in professional learning, targeted to my professional needs and school/centre/system priorities, and adaptively apply this learning in practice.	Focus area 7.2 Undertake professional learning to improve practice Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.	SIMPLICITY AND CLARITY
Focus area 7.3 Engage with colleagues to improve practice Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions or networks.	Focus area 7.3 Engage with colleagues to improve practice Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.	ADDRESSING WORDING CONCERNS: 'Seek' was seen as onerous and having appraisal-like connotations RELOCATED CONTENT: 'Learner perspectives/ feedback' to 7.2.

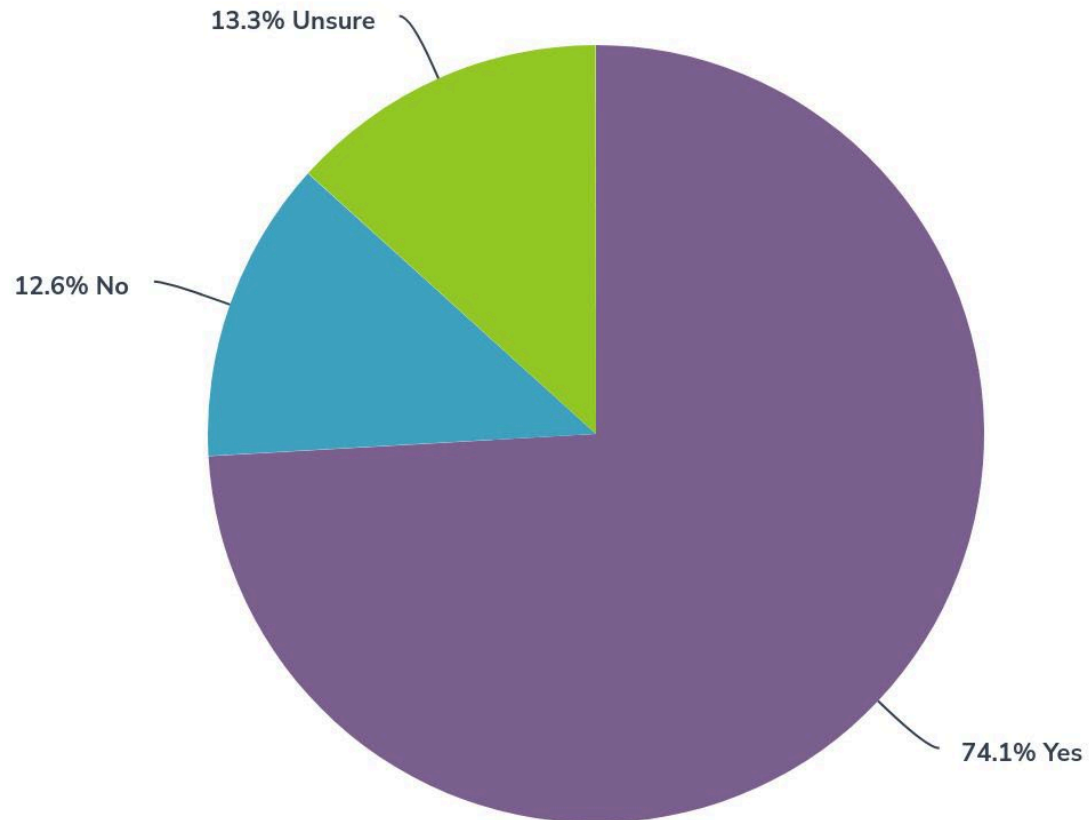
Does the proposed standard ‘Engage professionally with colleagues, parents/carers, and the community’ appropriately encompass an important aspect of quality practice?



Standard 8 - Engage professionally with colleagues, parents/carers, and the community

Comment theme	Frequency	Consultation version	Final version	Features of changes
General supportive comments	85	Standard 8: Engage professionally with colleagues, parents/carers, and the community Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. Focus area 8.2 Learner/whānau relationships Build positive, culturally appropriate relationships with learners and their parents and whānau with a focus on learning and engagement. Focus area 8.1 Professional relationships Engage in reciprocal, professional and collaborative relationships with leaders, teaching colleagues, support staff, and other professionals, and with agencies, groups, and individuals in the community, to effectively meet the needs of learners. Focus area 8.4 Collegial collaboration Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Focus area 8.3 Clear communication Communicate effectively with others. Focus area 8.5 Uphold professionalism Meet relevant regulatory, statutory, and professional requirements.	Standard 8: Engage in productive professional relationships Work constructively with colleagues, parents/caregivers, and the community to support the learning and wellbeing of each learner. Focus area 8.1 Relate effectively with parents/caregivers and whānau Build positive, respectful and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners. Focus area 8.2 Cooperate in the interests of learners Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner. Focus area 8.3 Actively contribute to the wider educational setting Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise. Focus area 8.4 Communicate effectively Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.	ALIGNMENT WITH FOCUS AREAS
Drafting/wording suggestions	61			
Comments about workload, and need for resources and support	37			
No need to change to the standards	27			CLARIFIED FOCUS: Learners removed (cf. 5.1). ADDRESSING WORDING CONCERNS: Caregivers and wellbeing added.
Need for expansion of communication focus area	22			
Questions or concerns about the 'uphold professionalism' focus area	21			
General critical comments	17			CLARIFIED FOCUS: Learner-focussed cooperation. ADDRESSING WORDING CONCERNS: Expectations on external relationships softened slightly in response to feedback re workload if this was expected proactively across the board. SIMPLICITY AND CLARITY
Importance of 'relationships'	17			
Comments about implementation and monitoring	16			
Qualities and approaches that are important for engagement	11			CLARIFIED FOCUS: Contribution to the educational setting (as per the original elaboration). Expertise added as a reason for showing leadership.
Overlap with other standards	9			
Arrangement of focus areas	8			
Views about "showing leadership"	7			FLESHED OUT.
Concerns about application to ECE	5			
Not elsewhere categorised	72			REMOVED FOCUS AREA: Could instead have this as a re-certification requirement.

Do you feel that these domains (“I am, I know, I do”) help to make the standards an effective and accessible representation of the effective practice of a teacher in Aotearoa New Zealand?

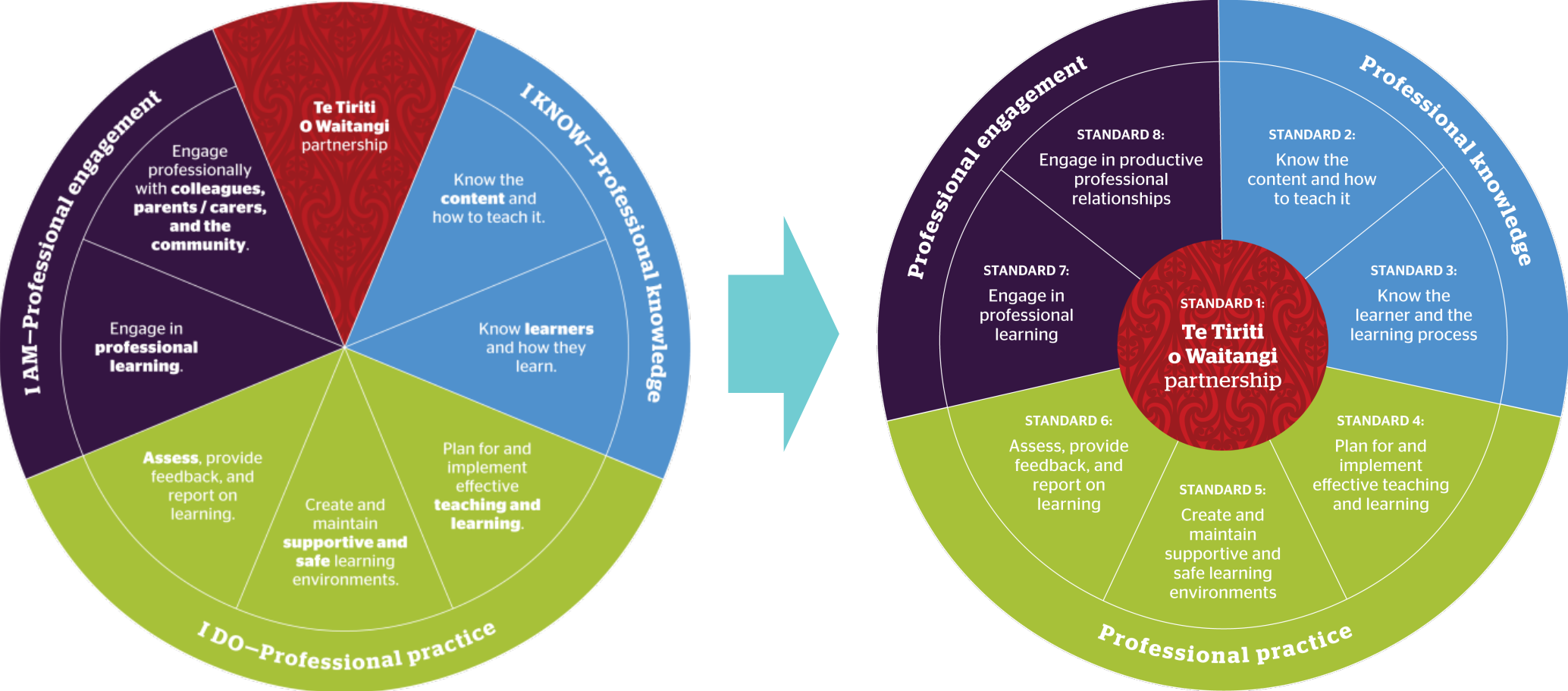


However,

in written submissions and free-text responses:

- There were multiple, and strongly-felt, criticisms of the ‘I’ statements at the beginning of each of the three domains.
 - These were sometimes described as condescending or unprofessional, with the similarity to the ‘I’ statements in the curriculum also described as confusing.
- A number of submitters also expressed concerns about the status of Standard 1 - Te Tiriti o Waitangi partnership seemingly sitting ‘isolated’ outside the three domains and visually depicted as a diminished (due to the increase from six standards to eight) wedge of the wheel.
 - Some submitters suggested having Standard 1 sit around the outside of the circle, encompassing everything; some others suggested putting it at the centre of the circle.

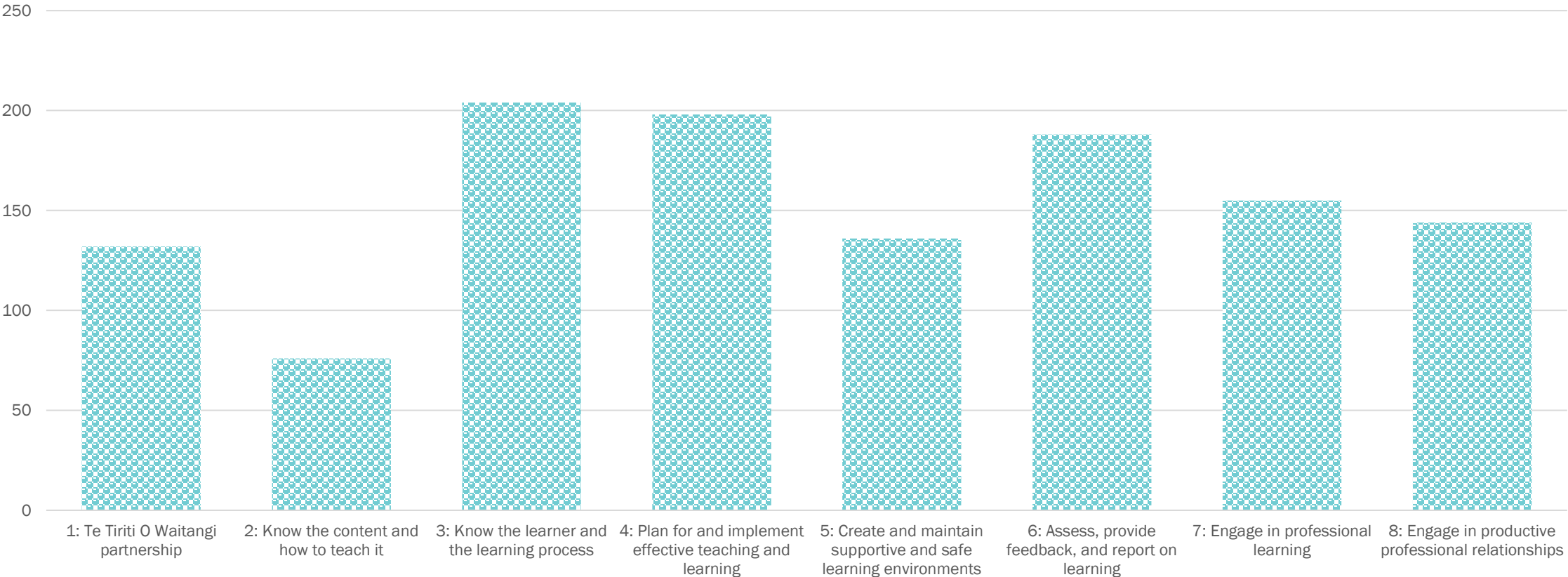
The 'I' statements have been dropped and the 'wheel' visual revised following this feedback



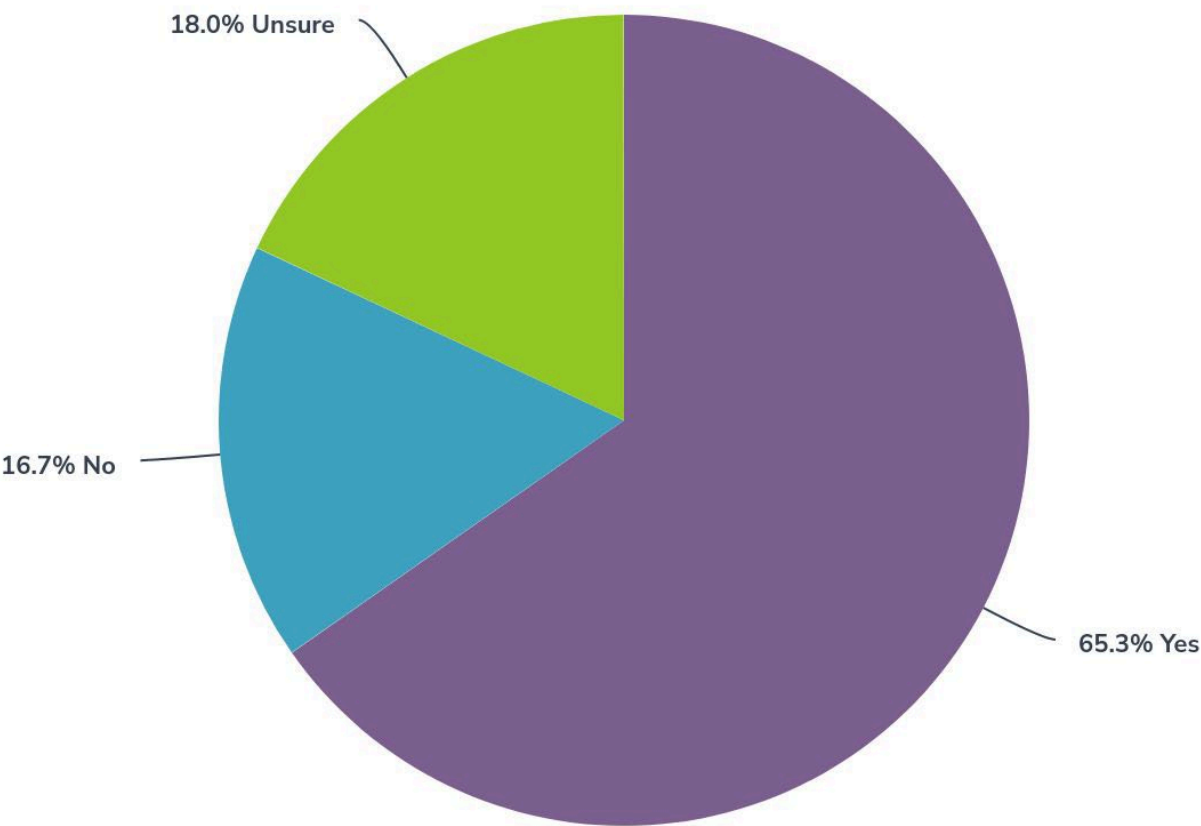
Every standard received a wealth of drafting suggestions, which informed the final versions of the standards and focus areas



Estimated number of drafting suggestions from the survey



Do you feel that giving the focus areas standing as part of the standards, and therefore a key part of the Professional Growth Cycle, will provide clarity to teachers' effective practice?



What resources and materials would you find most helpful to implement these standards?



Comment theme	Frequency
Practical exemplars of how to use the standards	30
Greater general support for teachers/reduction in workload	28
Physical materials for learning about the standards	25
Interactive web material and videos	20
Professional development support	14
ECE sector resources	8
Address timing concerns	3

A companion document, *A brief outline of the implementation of the 2026 Standards for the Teaching Profession*, outlines the resources that the Teaching Council will develop and publicise during the second half of 2025 to support the profession as it begins to use the 2026 Standards.

Matatū. Tū Mataora.
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