

How the proposed standards' focus areas were developed from the existing elaborations and the Statement of Government Priorities, plus ideas from the Australian Standards

On the right-hand side of the following table are the proposed new 'standards and focus areas', which are also set out on pages 10-13 of the consultation document.

The purpose of the left-hand side of the table is to show the various sources of the proposed focus areas, i.e.:

- The existing elaborations (coded as 1.1, 1.2 etc and presented in standard black font).
- The Statement of Government Priorities (coded as GPS1.1 etc and presented in blue font).
- The Australian Professional Standards for Teachers (coded as A2.1 etc and presented in red font).

Note that some focus areas include material from more than one source, including in some cases from more than one of the existing elaborations.

Current Standards / Australian Standards / Government Policy Statement

1. Te Tiriti O Waitangi partnership.

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.

1.2 Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.

1.3 Practise and develop the use of te reo and tikanga Māori.

Proposed new standards

1. Te Tiriti O Waitangi partnership.

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1.3 Practise and develop the use of te reo and tikanga Māori.

Know the content and how to teach it

4. **Design for learning.** Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
- A2.1 *Content and teaching strategies of the learning area.* Apply knowledge of the content and teaching strategies of the learning area to develop engaging teaching activities.
- GPS1.1 Placing strong emphasis on the importance of the national curricula for teachers (where applicable) as a foundational part of our education system.
- GPS1.2 Being clear about the responsibility of teachers to have a deep understanding of, and subject knowledge mastery in, the learning areas set out in the national curricula for schooling, and the ability to teach the relevant curriculum effectively in a way that supports every learner to succeed.
- 5.1 Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- 2.4 Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including disabled learners and learning support needs; and wider education matters.
- A2.5 *Literacy and numeracy strategies.* Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- GPS3.2 Including a clear ongoing shared responsibility and commitment for all teachers to promote high standards of student capability, proficiency, and accuracy in literacy and mathematics, or pāngarau and te reo matatini, throughout their schooling journey whatever the teacher's specialist subject or learning level taught.
- A2.6 *Information and Communication Technology (ICT).* Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
- 5.5 Design learning that is informed by government policies and priorities.

I KNOW - Professional knowledge

2. Know the content and how to teach it.

Design learning based on curriculum and pedagogical knowledge.

- 2.1 **Content and teaching strategies of the learning area.** 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.

- 2.2 **Foundational role of the curriculum.** Have the ability to teach the relevant curriculum effectively in a way that supports every learner to succeed.

- 2.3 **Informed by research and innovations.** 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.

- 2.4 **Literacy and mathematics and te reo matatini and pāngarau.** 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.

- 2.5 **Digital Technologies.** Understand effective teaching strategies that integrate digital technologies into learning and teaching.

Know students and how they learn

A1.2 *Understand how students learn.* Structure teaching programs using research and collegial advice about how students learn.

2.2 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.

5.3 Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.

GPS2.1 Reflecting the expectations set out in the national curricula and underpinned by robust evidence and the science of learning - this will enable teachers to focus on designing creative and engaging teaching and learning activities to bring the curriculum to life through rich contextualisation to learners' culture, backgrounds and interests.

5.4 Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

A1.3 *Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.* Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

GPS4.1 Reflecting an understanding of learners with learning support needs, including disabilities, and neuro-diverse learners, and being able to teach these learners effectively and appropriately.

A1.6 *Strategies to support full participation of students with disability.* Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

GPS4.4 Reflecting an understanding of appropriate use of responsive and trauma informed teaching practices.

3. Know learners and how they learn.

Understand the learning process and the strengths, interests, needs, identities, languages, and cultures of each learner.

3.1 **Understand how learning happens.** Structure teaching programmes using a secure knowledge and understanding of how people learn from the learning and development sciences and their application.

3.2 **Understand my own biases.** 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.

3.3 **Culturally responsive teaching.** Design creative and engaging teaching and learning activities for diverse learners that reflect the Te Tiriti o Waitangi partnership and bring the curriculum to life through rich contextualisation to learners' culture, backgrounds, and interests.

3.4 **Inclusive teaching and learning.** 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.

Plan for and implement effective teaching and learning

6. **Teaching.** Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

4.3 Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.

6.1 Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.

A2.2 Content selection and organisation. Organise content into coherent, well-sequenced learning and teaching programs.

6.2 Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

GPS2.3 Reflecting the need for explicit and structured instruction to provide effective support for learners, particularly those who may be struggling - specific practices should also be used to challenge and deepen learning for all students, including gifted and highly proficient students.

GPS2.2 Reflecting the importance of adaptive teaching to ensure that learning is designed in response to individual learner needs.

6.3 Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.

GPS4.2 Reflecting the importance of adaptive teaching to ensure that learning is designed in response to individual learner needs.

4.1 Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.

6.4 Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.

6.5 Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.

GPS6.3 Having an appropriate level of knowledge of tikanga Māori to support positive engagement with Māori learners and their whānau and communities, including engaging in local and national cultural events, for example Matariki.

IDO - Professional practice

4. Plan for and implement effective teaching and learning.

Teach and respond to learners in a knowledgeable way to progress their learning at an appropriate depth and pace.

4.1 **Set high expectations.** Demonstrate high expectations for the learning outcomes of all learners, including those with additional learning support needs.

4.2 **Advance learner progress and achievement.** 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.

4.3 **Content selection and organisation.** Organise content into coherent, well-sequenced learning and teaching programmes.

4.4 **Use teaching strategies.** 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.

4.5 **Develop learning-focused relationships.** 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.

4.6 **Māori succeeding as Māori.** 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.

Create and maintain supportive and safe learning environments

4. **Learning-focused culture.** Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

4.2 Fostering trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.

GPS5.1 Having clear rules and routines for behaviour in the classroom or learning environment and taking responsibility for promoting positive behaviour.

GPS5.2 Setting high expectations for positive behaviour and establishing a framework for effectively responding to challenging behaviour with a range of strategies, including preventative and restorative approaches that are appropriate to individual needs.

GPS5.3 Maintaining positive and respectful relationships with learners and their whānau, exercising appropriate authority and acting decisively where necessary.

4.4 Managing the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.

4.5 Creating an environment where learners can be confident in their identities, languages, cultures and abilities.

GPS4.3 Reflecting an understanding of how to establish learning environments that support different physical, social and intellectual development needs.

4.6 Developing an environment where the diversity and uniqueness of all learners is accepted and valued.

A4.1 *Support student participation.* Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

A4.2 *Manage classroom activities.* Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

A4.3 *Manage challenging behaviour.* Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

A4.4 *Maintain student safety.* Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

A4.5 *Use ICT safely, responsibly and ethically.* Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5. Create and maintain supportive and safe learning environments.

Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, compassion, collaboration, and safety.

5.1 **Support learner participation.** 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.

5.2 **Manage the learning setting.** Ensure access to learning for all, establishing workable routines and learning environments that support different physical, social, and intellectual development needs.

5.3 **Promote positive behaviour.** 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.

5.4 **Use digital technologies safely, responsibly, and ethically.** Incorporate strategies to promote the safe, responsible and ethical use of digital technologies, including artificial intelligence (AI), in learning and teaching.

Assess, provide feedback and report on student learning

5.2 Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.

GPS7.1 Reflecting a focus on effective and regular use of high-quality assessment and aromatawai practices in alignment with required tools and relevant expectations set out in the national curricula – this includes both formative and summative forms of assessment and aromatawai.

6.6 Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

3.4 Communicate clear and accurate assessment for learning and achievement information.

GPS7.3 Reflective teaching practice that responds to trends and features of student achievement data to support teaching practice.

GPS7.4 Enabling teachers to be able to effectively utilise standardised assessment and aromatawai tools, resources, data and analysis, relevant to the age group they teach to;

- regularly set and monitor student learning goals,
 - analyse and monitor the effectiveness of teaching programmes, including to identify students who need additional support, and/or extend highly proficient students by deepening and broadening their knowledge – with an aim to accelerate progress, and,
 - report to parents and whānau on student progress, strengths, and areas for development.
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6. Assess, provide feedback, and report on learning.

Regularly and consistently assess and report on learner progress.

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.

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.

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.

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.

Professional Engagement

2. **Professional learning.** Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

2.1 Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.

2.3 Engage in professional learning and adaptively apply this learning in practice.

A6.2 Engage in professional learning and improve practice. Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

A6.4 Apply professional learning and improve student learning. Undertake professional learning programs designed to address identified student learning needs.

2.5 Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.

I AM - Professional engagement

7. Engage in professional learning.

Use inquiry, collaborative problem-solving and professional learning to improve professional capability.

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.

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.

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.

Professional relationships

3. **Professional relationships.** Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

3.1 Engage in reciprocal, collaborative learning-focused relationships with:

- learners, families and whānau
- teaching colleagues, support staff and other professionals
- agencies, groups and individuals in the community.

GPS8.1 Building professional and collaborative relationships with leaders, colleagues, staff and other professionals, for example with agencies and community groups where required to effectively meet the needs of students; and

GPS8.2 Building positive relationships with students and their parents and whānau with a focus on learning and engagement.

3.2 Communicate effectively with others.

3.3 Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.

4.7 Meet relevant regulatory, statutory and professional requirements.

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.

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.

8.2 **Learner/whānau relationships.** Build positive, culturally appropriate relationships with learners and their parents and whānau with a focus on learning and engagement.

8.3 **Clear communication.** Communicate effectively with others.

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.

8.5 **Uphold professionalism.** Meet relevant regulatory, statutory, and professional requirements.