A revised set of Standards for the Teaching Profession

Consultation document

March 2025

Teaching Council of Aotearoa New Zealand

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

Contents

Context

Why standards are important

Society places a high bar on teachers for what they know, what they do, and who they are. One key way teachers support themselves and their colleagues to uphold these high expectations is through professional standards for teaching, developed with and administered by the Teaching Council.

Teaching standards outline expectations for all teachers to meet. They are also a framework for teachers to continue to reflect and further develop their knowledge and practice over time, supported by their fellow teachers, principals, and professional leaders.

Standards help to support both experienced and new teachers, by underpinning key professional processes:

- They are the basis of the Professional Growth Cycle (PGC), which leads experienced professionals in continual development.
- Incoming teachers are supported by standards as the heart of Initial Teacher Education (ITE) programmes.
- They are the benchmark used when the Teaching Council assesses a report or complaint about a teacher's competence.

By setting a clear basis for assuring the competence of all teachers, standards also help tumuaki, principals, professional leaders, whānau, and the public to have greater confidence in their teachers.

By knowing that all members of the profession are aligning their practice with agreed essentials in teaching practice and knowledge, and are supported by a robust professional framework, stakeholders can wholeheartedly trust teachers' practice.

Why are we proposing revisions now?

The current *Ngā Paerewa | Standards* were developed in 2016 and 2017 by teachers, principals, early childhood leaders and the Teaching Council. Much has changed since then, and the teaching profession and society have continued to grow and evolve. Standards need to point to the future, so that those teachers beginning their teacher education now will be well prepared to begin their teaching journey for the next 5 to 10 years. For example, we've seen shifts in practice resulting from the COVID years, further development of the learning sciences and how the brain works, the ubiquity of artificial intelligence and the refresh of the New Zealand Curriculum and Te Marautanga o Aotearoa. This ongoing development requires the *Standards* to adapt, ensuring that all teachers feel prepared and confident to teach.

The Teaching Council has been signalling for around a year that it would be timely to consider revisions to the *Standards* in 2025. The proposal set out in this discussion document has also had regard to priorities set out in the recent Statement of Government Policy Relating to Teaching Council Functions.[1]

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[1] https://gazette.govt.nz/notice/id/2024-go6031.

Process information

This document relates only to the standards in English

The teaching profession standards issued in 2017 by the Education Council (as the Teaching Council of Aotearoa New Zealand was then known) were expressed both in te reo Māori and in English. The standards in te reo Māori are called *Ngā Paerewa mō te Umanga Whakaakoranga* (*Ngā Paerewa*) and the standards in English are called *Standards for the Teaching Profession (Standards)*. Taken together (as has usually been the case) they are known as *Ngā Paerewa | Standards*.

This consultation document, and the associated consultation process, relates only to the standards for the teaching profession as expressed in English.

The process for revising the standards as expressed in te reo Māori (which may or may not continue to be called *Ngā Paerewa*) is discussed on page 14.

How to get involved

The Teaching Council welcomes feedback from all kaiako | teachers, tumuaki, principals, professional leaders, unions, Initial Teacher Education (ITE) providers, peak bodies, and other stakeholders, including members of the public, and Early Childhood Education (ECE), kura or school communities, who may be interested in or potentially affected by the proposed changes to the *Standards* as expressed in English. The deadline for feedback is **5:00pm Friday 2 May 2025**.

You can submit your feedback on the proposed changes through a survey on the Teaching Council's website. However, you can also make a written and/or oral submission. If you wish to provide more detailed feedback rather than responding to the survey, please send written comments to revisedstandards@teachingcouncil.nz.

What we will do with your feedback

The Teaching Council will analyse and consider your feedback before making decisions on the proposed amendments to the *Standards*. An analysis of the submissions will be published.

The information collected from this survey will be held and used by the Teaching Council for the purposes outlined above and in line with the requirements of the Privacy Act 2020.

The Teaching Council is required to consider any request to release the submissions under the Official Information Act (OIA). Any submissions released under the OIA will be anonymised. You cannot veto the release of your submission under the OIA, but you can let us know if there are specific reasons why you would like your feedback to remain confidential, and we will consider those reasons before deciding on any OIA request that is received.

For more information, see the Teaching Council's [privacy policy](#).

Te Whare o te Matatū Aotearoa | House of the Teaching Profession

All the Teaching Council's work is underpinned by recognition of our partnership responsibilities under Te Tiriti o Waitangi. We have illustrated this using a whare metaphor, which includes a depiction of our Tiriti-partnership relationship using the tukutuku panels.

Ngā Pātū o te Whare | Wall of Identity

Ngā Pātū o te Whare reminds us of our responsibilities as Te Tiriti partners, and the accountability we have to all communities. This includes our responsibility to (amongst other things) support the protection and revitalisation of te reo Māori as a taonga for iwi, hapū and whānau, and as a language integral to our national identity. It also provides space for us to respond to needs and aspirations of different communities as these are identified.

| Mana Whenua / Tangata whenua | Bi-cultural | Tagata o le Moana | Multicultural |

The proposed standards

The proposed revised set of standards are represented in the diagram below (Figure 1).

Figure 1: The proposed new standards for the teaching profession.

This section:

- explains how the proposed standards have been created through relatively modest changes to the ordering, structure and phrasing of the current *Standards*

- sets out the full details of the standards including the proposed focus areas

- discusses some of the other changes being proposed (the use of domains, the move from 'elaborations' to 'focus areas' and some areas of expanded focus) as well as a possible process for rolling out and embedding the new standards.

The reconfiguration of the existing Standards

There are currently six professional standards for teachers. These are:

1. **TE TIRITI O WAITANGI PARTNERSHIP** Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

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.

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

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

5. **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.

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

These were developed over the course of 2016-17 through careful collaboration and engagement with the teaching profession. There is every reason to believe that the overall breadth of coverage and general approach is still fit for purpose. Since they were published, the Teaching Council has received a range of feedback on their usefulness for design of ITE programmes, for individual teachers to reflect on as part of appraisal and later professional growth cycles, and for leaders. Feedback has been generally very positive, but suggestions for improvement have included:

- Leaders of teachers, and principals in particular have found it difficult to see how their practice is reflected in the *Standards*.
- Whilst the holistic and overlapping nature of the *Standards* is valued, the result is that some expectations of teachers lack specificity, which can make it hard for identification of what is important, both in teacher education and for a teacher's own ongoing development.
- There would be some value in calling out more specifically the areas of knowledge and practice that are foundational for teaching.

Our approach to developing a revised set of standards was therefore centred very much on retaining what teachers value in the existing *Standards*, while looking for ways to draw out some aspects that have become more prominent.

We have also considered whether it was possible to present the set of standards in a way that was more intuitive and accessible to those entering the profession, and to external stakeholders and the wider public for whom the standards are intended to support confidence in the knowledge skills and practice of the teaching profession.

Figure 2: How the six current standards have been reconfigured to become the eight proposed standards.

Current—Standards for the teaching profession

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

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.

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

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

5. 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.

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

Proposed—Standards for the teaching profession

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

2. Know the content and how to teach it
Design learning based on curriculum and pedagogical knowledge.

3. Know learners and how they learn
Understand the learning process and the strengths, interests, needs, identities, languages, and cultures of each learner.

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.

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.

6. Assess, provide feedback, and report on learning
Regularly and consistently assess and report on learner progress.

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

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.
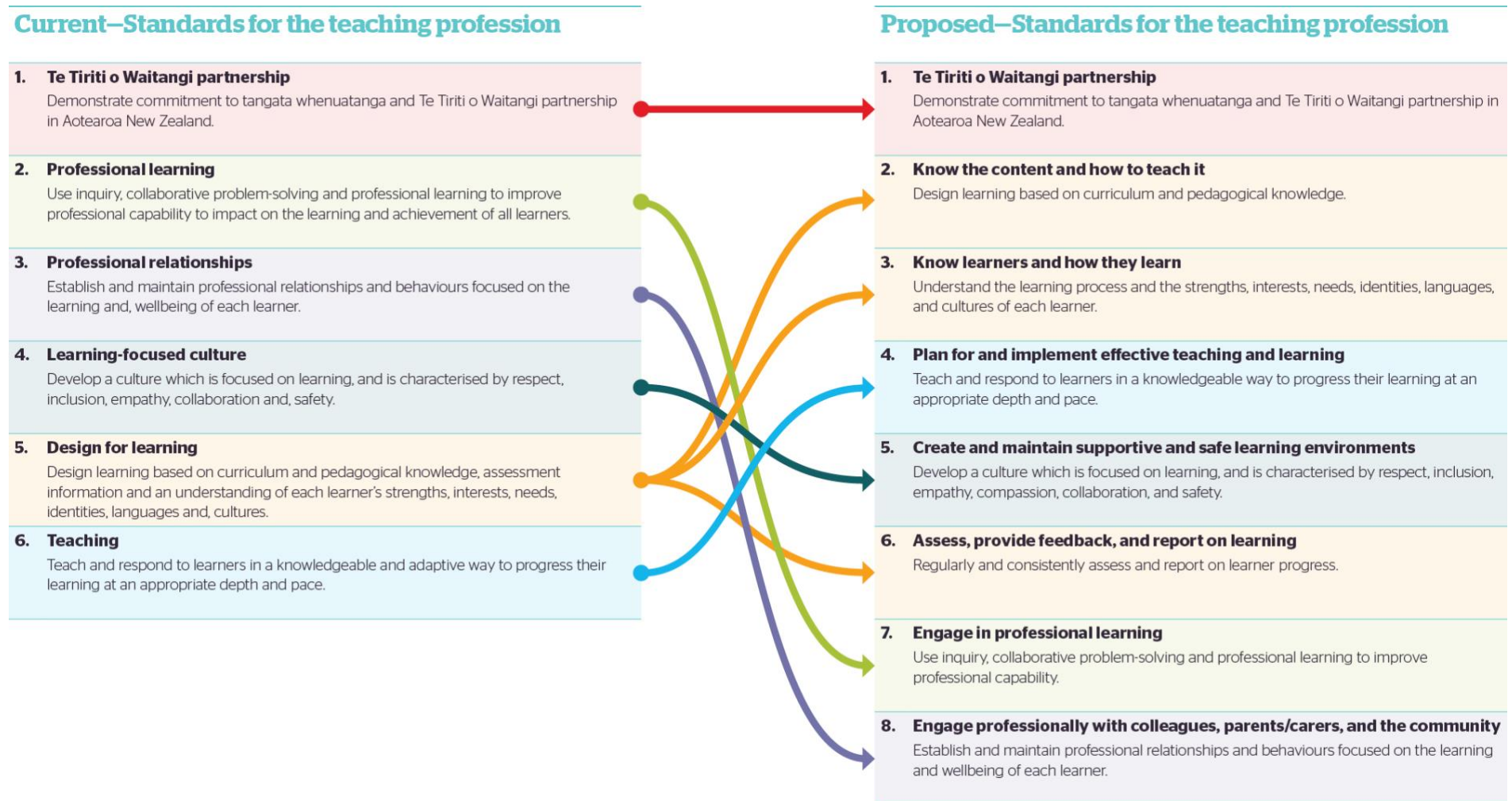
Figure 2, above, sets out an overview of the ways in which the proposed standards have been developed from the existing *Standards*. There are three components to this which are outlined over the remainder of this section:

- No changes proposed for Standard 1 (Te Tiriti o Waitangi partnership).
- Standard 5 Design for Learning split to become three new standards.
- Standards 2, 3, 4 and 6 are reordered.

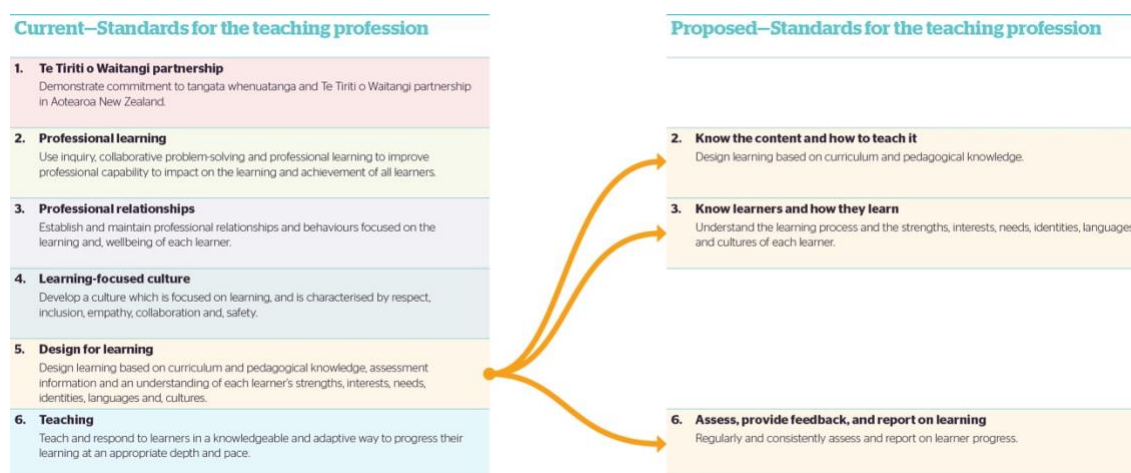## No changes proposed for Standard 1 (Te Tiriti o Waitangi partnership)

Figure 3: How the six current standards have been reconfigured to become the eight proposed standards - component 1.
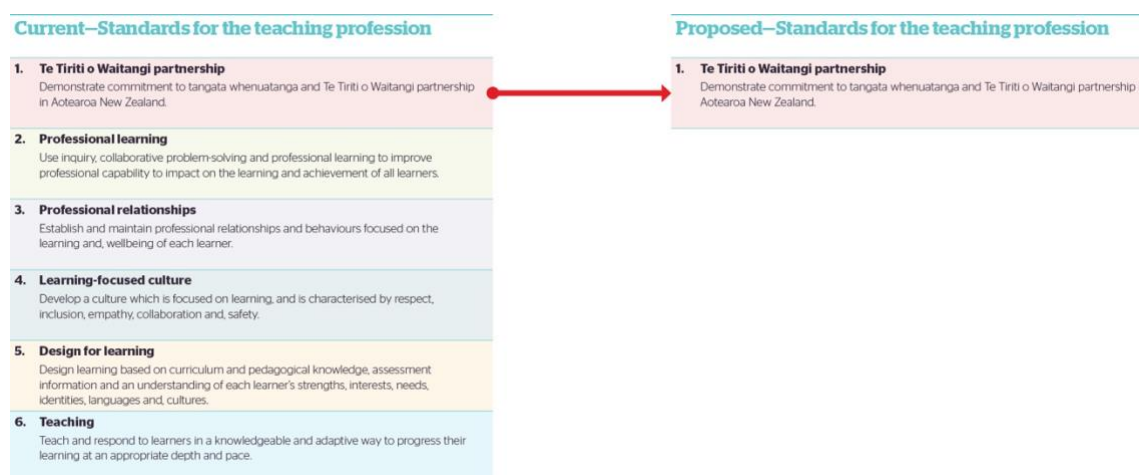
We are proposing no changes at all for the 'Te Tiriti o Waitangi partnership' standard (Figure 3).

Standard 5 (Design for learning) split to become three new standards

Figure 4: How the six current standards have been reconfigured to become the eight proposed standards - Component 2.

The current 'Design for learning' standard covers three distinct aspects of teaching practice. We are proposing to split these aspects across three new standards to present them in a more visible way and at slightly greater length (Figure 4).

Standards 2, 3, 4 and 6 reordered

Figure 5: How the six current standards have been reconfigured to become the eight proposed standards - Component 3.
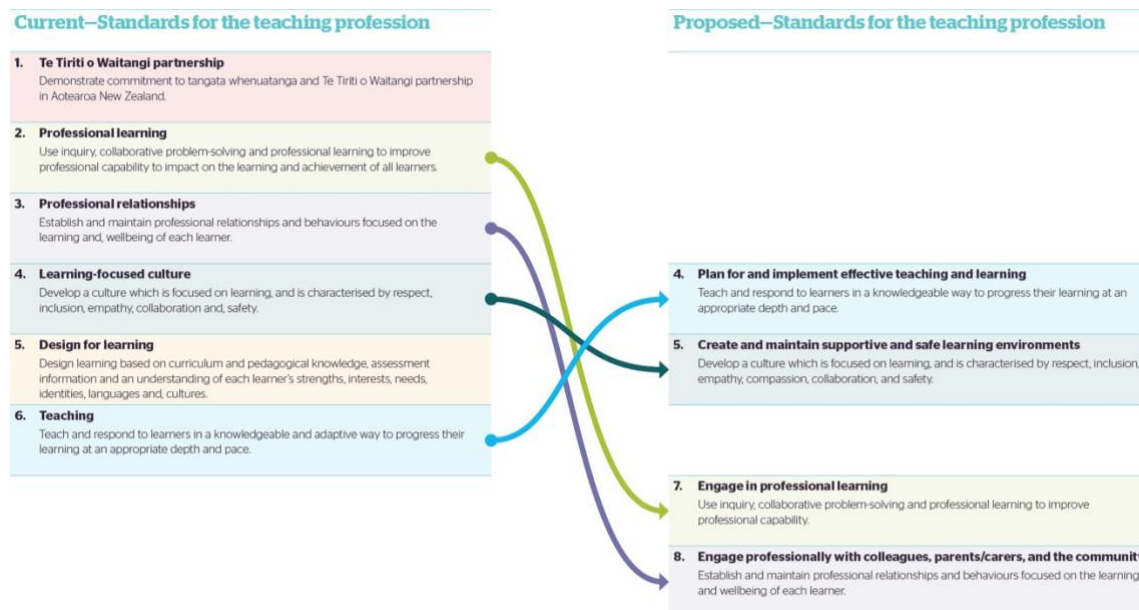
These changes have been complemented by altering the proposed order of the remaining four standards and using more active language in the titles (Figure 5).

The proposed standards and focus areas in full

Pages 10-13 present the full set of eight proposed standards and the 34 detailed 'focus areas' proposed to be associated with them. Most focus areas are based substantively on the current elaborations. A detailed representation of how the proposed focus areas were developed from the existing elaborations and other sources can be found in Appendix 1.

Each of the standards, other than the overarching Te Tiriti standard has been grouped into one of three 'domains': **I KNOW** – Professional knowledge; **I DO** – Professional practice; and **I AM** – Professional engagement. The role of these domains is explained in the *Discussion* section, below.

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*.*

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.

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 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.

I DO – 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.

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.

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.

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.

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.

Discussion

The development of professional standards expressed in te reo Māori

As noted on page 3, this consultation document, and the associated consultation process, relate only to the standards as expressed in English.

It is important to note that the expression of the standards in te reo in 2017 was developed alongside the English *Standards* and also had its own consultative process.

We have recently commenced a process with leaders of the profession in Māori medium settings to develop a new expression of the standards in te reo Māori. The scope of this work is somewhat open-ended. If it is their preference that, once again, this be an authentic te reo Māori expression of essentially the same standards as expressed in English, then the Teaching Council is happy to support that.

But, we are also open to the Māori-medium sector developing a distinct set of professional standards for teachers. If this were to occur, these would likely become the professional standards for Māori-medium settings. There will be a separate consultation related to the refresh of *Nga Paerewa*.

The development of professional standards for principals

As noted above (page 6) the Teaching Council has received ongoing feedback that principals do not see their practice clearly articulated in the current standards for teachers. Although the requirement to be endorsed against these standards as part of the PGC for the renewal of a practising certificate is understood, most networks of principals are using other frameworks for reflection (e.g. the Leadership Capabilities Framework).

The Teaching Council will explore the creation of a separate set of standards for principals, using as a starting point the well-established standards that reside in Principal Collective Agreements. There will be a separate consultation related to any proposed standards for principals.

The three domains

As noted previously, we have looked at ways that might present the set of standards in a way that was more intuitive and accessible to those entering the profession, and to external stakeholders and the wider public for whom the standards are intended to support confidence in the knowledge and skills of the teaching profession.

One proposed way of doing this is by grouping standards into three 'domains':

- **I KNOW** – Professional knowledge.
- **I DO** – Professional practice.
- **I AM** – Professional engagement.

The domains proposed are reasonably common across other jurisdictions. For instance, a 'Global framework of professional teaching standards' that was jointly developed by Education International and UNESCO as a template for developing standards, grouped its standards into

three domains: 'Teaching Knowledge and Understanding', 'Teaching Practice' and 'Teaching Relations'[2]

The three domains we have put forward are not proposed to have any formal standing in the set of professional standards. Their contribution is simply as a device to support understanding of the proposed changes. The domains are intended to differentiate and group standards together to make them more understandable and relatable to teachers and their day to day practice.

As shown in the preceding pages, the proposal is that Standards 2 and 3 are grouped together as 'I KNOW – Professional knowledge'; Standards 4-6 are grouped together as 'I DO – Professional practice'; and Standards 7 and 8 are grouped together as 'I AM – Professional engagement'.

Consideration was given to also including Standard 1, 'Te Tiriti o Waitangi partnership', as part of 'I AM – Professional engagement'. On balance, however, it was felt that 'Te Tiriti o Waitangi partnership' flowed across all three of the domains (and that there was merit in retaining 'Te Tiriti o Waitangi partnership' as being the first standard). We would be interested in feedback on this.

The role of the 'focus areas'

This proposal uses the term 'focus areas' to designate the detailed statements under each standard. These are currently called 'elaborations'.

Elaborations currently have no formal standing as part of the 2017 *Standards*, although in practice professional leaders may be choosing to incorporate them into teachers' professional growth cycle process.

Our proposal is to make the 'focus areas' more integral to the application of the 2025 standards. Including the focus areas as part of the standards would mean that schools and ECE services would be required to include the focus areas in each of the required elements of their PGC.

Once new standards have been published, principals and professional leaders will need to revisit the work they have done to facilitate a common understanding of the standards in their own context and what meeting and using them in their practice looks like. (This is Element A of the PGC, 'Facilitating a common understanding of *the Standards*'). Including the focus areas in the standards may make this process more straightforward, as the focus areas articulate quality practices.

We welcome feedback from the profession, including those involved in teaching ITE programmes. Our goal is to ensure that these regulatory arrangements are clear and effective. We want to avoid unintended consequences, such as requiring every process to separately account for each of the 34 focus areas in a cumbersome way. At the same time, we aim to prevent any ambiguity that could create confusion. Your insights will help us strike the right balance.

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[2] https://www.ei-ie.org/en/item/25734:global-framework-of-professional-teaching-standards.

Areas of expanded focus

As previously noted, most aspects of the proposed standards and focus areas are already features of the existing *Standards* and elaborations. However, the following are areas where we are proposing to give greater focus:

- *Inclusive education:* While there is consistent reference to equity and inclusivity in the current *Standards*, proposed focus area 3.4 is new in being specifically and exclusively about 'Inclusive teaching and learning', reflecting perhaps a more widespread need to interact with a variety of learning support needs in recent years.

- *The role of the curriculum:* The current *Standards* reference the curriculum briefly but, given the centrality of curriculum design and implementation to issues currently facing the professon, proposed focus area 2.2 seeks to articulate this aspect of the standards more precisely.

- *Understanding how learning happens:* Recent Government policy has also drawn attention to the importance of understanding how learners learn, and while this was implicit in the current *Standards,* it has now been set out more explicitly in focus area 3.1.

- *Literacy and numeracy:* The practice around fostering literacy and numeracy is sufficiently fundamental across all areas of teaching to be reflected in focus area 2.4 (this is consistent with practice in other jurisdictions).

- *Digital technologies:* The opportunities and challenges of digital technologies are become increasingly ubiquitous, and this in reflected both in focus area 2.5 and focus area 5.4.

- *Promoting positive behaviour:* Teachers have increasingly reported promoting positive behaviour as a challenging task for their practice, and this is reflected in focus area 5.3.

Process for rolling out and embedding the new standards

The changes proposed here are not intended to fundamentally depart from the *Standards* currently in place. The changes are more about emphasis, nuance and presentation.

Given this, we are interested in feedback on an approach to rolling out and embedding these proposed new standards.

We propose that it would be feasible, with appropriate supporting resources, to have the new standards in place from 2026.

Your views are sought on this approach, and any essential supports and safeguards you believe should be in place.

The timeline and process for giving effect to the standards in ITE programmes will be considered separately in consultation with ITE providers.

Consultation questions

The questions below are also set out in the [online survey](#).

The individual standards

For each of the eight proposed standards:

- Does this proposed standard appropriately encompass an important aspect of quality practice?
- Do you have any other feedback, suggestions, or concerns?

The standards overall

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

Are there any key aspects of quality teaching practice that you feel are missing from the proposed standards?

The role of focus areas

Our proposal is to make the 'focus areas' more integral to the application of the 2025 standards. Including the focus areas as part of the standards would mean that schools and ECE services would be required to include the focus areas in each of the required elements of their Professional Growth Cycle.

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?

The use of domains

With the exception of Standard 1 - Te Tiriti o Waitangi partnership, the standards are proposed to be grouped together into three 'domains':

- **I KNOW** – Professional knowledge

- **I DO** – Professional practice

- **I AM** – Professional engagement

Do you feel that these domains help to make the standards an effective and accessible representation of the effective practice of a teacher in Aotearoa New Zealand?

Implementing the standards

The Teaching Council wants to support the profession to introduce these refreshed standards.

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

Appendix 1:

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 this 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		Proposed new standards	
1.	**Te Tiriti o Waitangi partnership.**	**1.**	**Te Tiriti o Waitangi partnership.**
	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.		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.	1.1	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.	1.2	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.	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.

I DO – 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.

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.

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