Teaching
Council of
Aotearoa
New Zealand

Matatū. Tū Mataora.
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The proposed standards and focus areas in full

The following pages 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 here.

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 of the Consultation document.

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.

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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.

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.