<table>
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<th>Standards for the Teaching Profession</th>
<th>Professional standards (Primary)</th>
<th>Practising Teacher Criteria (PTC)</th>
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| Te Tiriti o Waitangi partnership     | • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga  
|                                      | • Communicate clearly and accurately in either, or both, of the official languages of New Zealand. | • Demonstrate commitment to promoting the well-being of all ākonga  
|                                      | • Demonstrate commitment to tangata whenuataanga and Tiriti o Waitangi partnership in Aotearoa New Zealand. | • Promote a collaborative inclusive and supportive learning environment  
|                                      | • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga  
|                                      | • Communicate clearly and accurately in either, or both, of the official languages of New Zealand. | • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga. |

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

- Communicate with families, whānau and caregivers
- Share information with colleagues
- Establish and maintain effective working relationships with colleagues
- Keep informed of developments in curriculum and learning theory
- Encourage others and participate in professional development
- Contribute to the life of the school
- Provide feedback to students
- Reflect on teaching with a view to improvement.

- Use critical inquiry and problem solving effectively in their professional practice
- Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga
- Demonstrate commitment to ongoing professional learning and development of personal professional practice
- Show leadership that contributes to effective teaching and learning
- Analyse and appropriately use assessment information which has been gathered formally and informally.

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

- Communicate with families, whānau and caregivers
- Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga
- Share information with colleagues
- Establish and maintain effective working relationships with colleagues
- Establish good relationships with students and respect their individual needs and cultural backgrounds
- Organise a safe physical environment
- Demonstrate a range of effective teaching techniques
- Demonstrate flexibility and responsiveness
- Impart subject content effectively
- Use appropriate technology and resources
- Recognise and support diversity amongst individuals and groups
- Engage students in learning
- Establish high expectations that value and promote learning.

- Demonstrate commitment to bicultural partnership
- in Aotearoa New Zealand
- Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga
- Demonstrate commitment to promoting the well-being of all ākonga
- Demonstrate in practice their knowledge and understanding of how ākonga learn
- Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
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| **Learning-focused culture**         | • Establish good relationships with students and respect their individual needs and cultural backgrounds  
   • Organise a safe physical environment  
   • Manage student behaviour positively  
   • Create an environment of respect and understanding  
   • Provide and maintain a purposeful working atmosphere  
   • recognise and support diversity amongst individuals and groups  
   • Engage students in learning  
   • Establish high expectations that value and promote learning. | • Demonstrate commitment to promoting the well-being of all ākonga  
   • Promote a collaborative inclusive and supportive learning environment  
   • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga. |
| **Design for learning**               | • Keep informed of developments in curriculum and learning theory  
   • Encourage others and participate in professional development  
   • Are competent in the content of relevant curriculum  
   • Use appropriate teaching objectives, programmes, learning activities, and assessment  
   • Demonstrate a range of effective teaching techniques  
   • Demonstrate flexibility and responsiveness  
   • Impart subject content effectively  
   • Use appropriate technology and resources  
   • Recognise and support diversity amongst individuals and groups  
   • Engage students in learning  
   • Establish high expectations that value and promote learning  
   • Provide feedback to students  
   • Communicate clearly and accurately in either, or both, of the official languages of New Zealand. | • Conceptualise, plan and implement an appropriate learning programme  
   • Demonstrate in practice their knowledge and understanding of how ākonga learn  
   • Work effectively within the bicultural context of Aotearoa New Zealand  
   • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga  
   • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice. |
| **Teaching**                          | • Keep informed of developments in curriculum and learning theory  
   • Encourage others and participate in professional development  
   • Are competent in the content of relevant curriculum  
   • Use appropriate teaching objectives, programmes, learning activities, and assessment  
   • Demonstrate a range of effective teaching techniques  
   • Demonstrate flexibility and responsiveness  
   • Impart subject content effectively  
   • Use appropriate technology and resources  
   • Recognise and support diversity amongst individuals and groups  
   • Engage students in learning  
   • Establish high expectations that value and promote learning  
   • Provide feedback to students  
   • Reflect on teaching with a view to improvement. | • Conceptualise, plan and implement an appropriate learning programme  
   • Demonstrate in practice their knowledge and understanding of how ākonga learn  
   • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice  
   • Demonstrate commitment to ongoing professional learning and development of personal professional practice. |