

Matrix aligning Standards for the Teaching Profession with Professional Standards (Primary: Fully Certificated Teacher) and the Practising Teacher Criteria

Standards for the Teaching Profession	Professional standards (Primary)	Practising Teacher Criteria (PTC)
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Professional learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



Standards for the Teaching Profession

Professional standards (Primary)

Practising Teacher Criteria (PTC)

Learning-focused culture

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

- 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

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

- 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

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

- 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.
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