<table>
<thead>
<tr>
<th>Standards for the Teaching Profession</th>
<th>Professional standards (secondary)</th>
<th>Practising Teacher Criteria (PTC)</th>
</tr>
</thead>
</table>
| Te Tiriti o Waitangi partnership       | • Continue to develop understandings of the Treaty of Waitangi  
• Communicate clearly and accurately in either, or both, of the official languages of New Zealand  
• Demonstrate a sound knowledge of current issues and initiatives in education, including Māori education  
• Continue to develop understandings and skills in the appropriate usage and accurate pronunciation of te reo Māori  
• Demonstrate an understanding of basic Māori protocols when opportunities arise. | • Demonstrate commitment to bicultural partnership in Aotearoa New Zealand  
• Work effectively within the bicultural context of Aotearoa New Zealand. |
| Professional learning                  | • Communicate effectively with families, whanau and caregivers  
• Share information with colleagues  
• Establish constructive relationships with students  
• Demonstrate a commitment to their own ongoing learning  
• Participate individually and collaboratively in professional development activities  
• Support and provide assistance to colleagues in improving teaching and learning  
• Contribute positively to the life of the school and its community  
• Demonstrate a sound knowledge of current learning and assessment theory  
• Provide appropriate feedback to students  
• Share information with colleagues  
• Evaluate and reflect on teaching techniques and strategies 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              | • Communicate effectively with families, whanau and caregivers  
• Share information with colleagues  
• Establish constructive relationships with students  
• Develop and maintain a positive and safe physical and emotional environment  
• Create an environment which encourages respect and understanding  
• Continue to develop understandings of the Treaty of Waitangi  
• Plan and use appropriate teaching programmes, strategies, learning activities and assessments  
• Demonstrate flexibility in a range of effective teaching techniques  
• Make use of appropriate technologies and resources  
• Impart subject content effectively.  
• Engage student positively in learning  
• Establish expectations which value and promote learning  
• Be responsive to individual student needs. | • 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             | • Develop and maintain a positive and safe physical and emotional environment  
• Create an environment which encourages respect and understanding  
• Manage student behaviour effectively  
• Establish constructive relationships with students  
• Develop and maintain a positive and safe physical and emotional environment  
• Create an environment which encourages respect and understanding  
• Maintain a purposeful working environment  
• Engage student positively in learning  
• Establish expectations which value and promote learning  
• Be responsive to individual student needs. | • 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                  | • Are competent in relevant curricula  
• Plan and use appropriate teaching programmes, strategies, learning activities and assessments  
• Demonstrate flexibility in a range of effective teaching techniques  
• Make use of appropriate technologies and resources  
• Impart subject content effectively  
• Engage student positively in learning  
• Establish expectations which value and promote learning  
• Be responsive to individual student needs  
• Communicate clearly and accurately in either, or both, of the official languages of New Zealand  
• Demonstrate a sound knowledge of current issues and initiatives in education, including Māori education  
• Continue to develop understandings and skills in the appropriate usage and accurate pronunciation of te reo Māori  
• Demonstrate an understanding of basic Māori protocols when opportunities arise  
• Demonstrate a sound knowledge of current learning and assessment theory  
• Provide appropriate feedback to students  
• Share information with colleague. | • 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                             | • Demonstrate a commitment to their own ongoing learning  
• Participate individually and collaboratively in professional development activities  
• Are competent in relevant curricula  
• Plan and use appropriate teaching programmes, strategies, learning activities and assessments  
• Demonstrate flexibility in a range of effective teaching techniques  
• Make use of appropriate technologies and resources  
• Impart subject content effectively  
• Demonstrate a sound knowledge of current learning and assessment theory  
• Provide appropriate feedback to students  
• Share information with colleagues  
• Evaluate and reflect on teaching techniques and strategies 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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