

Standards for the Teaching Profession	Professional standards (secondary)	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"> • 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. 	<ul style="list-style-type: none"> • Demonstrate commitment to bicultural partnership in Aotearoa New Zealand • Work effectively within the bicultural context of Aotearoa New Zealand.
<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 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. 	<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 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. 	<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 (secondary)

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.

- 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

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

- 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

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

- 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.

