Our Code  |  Our Standards

Draft Code of Professional Responsibility and Standards for the Teaching Profession

EDUCATION COUNCIL
NEW ZEALAND  |  Matatū Aotearoa

Published in March 2017 by the Education Council
PO Box 5326, Wellington 6145, New Zealand

This document is available at www.educationcouncil.org.nz

ISBN: 978-0-908347-25-4 (print)
ISBN: 978-0-908347-26-1 (online)
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The draft Code and Standards together set out the core aspects of what it is, and what it means, to be part of the teaching profession.

I am pleased to provide these introductory comments to this very important consultation document. It holds the draft Code of Professional Responsibility and draft Standards for the Teaching Profession, crafted by teachers, leaders and teaching experts, that articulate the expectations and aspirations of our profession.

Teachers hold a unique position of trust in society. We have a strong influence on learners, their future and their understanding of the world. We must perform at the highest level of integrity and professionalism. Society expects this of us, and we must too.

The development of these drafts demonstrates how our profession is working together to raise the status of our profession and expecting the best of our profession. The Code and Standards reflect what it is to be a teacher in Aotearoa New Zealand.

The Code and Standards acknowledge our profession’s obligation to recognising Aotearoa New Zealand as a bicultural nation and honour te Tiriti o Waitangi/the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

We have developed the new Standards for the Teaching Profession to better reflect the contemporary teaching context - drawing on repertoires of knowledge, best practice and research. They will replace the Practising Teacher Criteria – rationalising them from 12 down to six. They are designed as holistic descriptions of quality teaching in Aotearoa, New Zealand. We also expect these standards will replace the existing Graduating Teacher Standards.

Dr Graham Stoop
FOREWORD

In creating the new draft Code of Professional Responsibility we have listened acutely to the views and aspirations of working teachers and leaders through surveys, workshops, focus groups and meetings. The draft Code reflects these views and builds on the existing expectations of the Code of Ethics. It sets out the commonly agreed standards of ethical practice expected of our profession more clearly.

The draft Code and Standards are not discrete - they are fundamentally linked and neither can be considered in isolation. The expectations for our practice (the Standards) and how we conduct ourselves (the Code) are integral to each other. Combining them encourages more joined-up professional conversations and a common understanding of our profession’s expectations of practice and high standards of ethical behaviour.

The draft Code and Standards together set out the core aspects of what it is, and what it means, to be part of the teaching profession.

The new Code of Professional Responsibility and the new Standards for the Teaching Profession, will be in place by July 1, 2017. There will be a transition phase before the new Standards replace the Practising Teacher Criteria. The new Standards will be piloted with teachers in parallel with the consultation period.

You will find details on how and when you can have your say on the draft Code and Standards on page 5.

Dr Graham Stoop
CHIEF EXECUTIVE
Education Council
How to have your say

We want to hear from you.

Your feedback on this draft will help finalise the new Code of Professional Responsibility and Standards for the Teaching Profession. These will be introduced on 1 July 2017.
There are a number of ways you can provide us with your feedback. You can contribute on your own, as part of a group or as part of an organisation. To make it easier we have asked a range of questions in the online survey and the downloadable submission template. Please feel free to answer as many, or as few, questions. Or you can skip the specific questions and just provide more general feedback.

**COMPLETE AN ONLINE SURVEY:**
You can complete an online survey form at [www.educationcouncil.org.nz/OurCodeOurStandards](http://www.educationcouncil.org.nz/OurCodeOurStandards)

**USE A SUBMISSION TEMPLATE:**
You can use this template submission form and email, post or deliver it to the Education Council. It is available either as a Word document or a PDF. The template can be downloaded from [www.educationcouncil.org.nz/OurCodeOurStandards](http://www.educationcouncil.org.nz/OurCodeOurStandards)

**WRITE YOUR OWN SUBMISSION:**
You are also welcome to write your own submission and email or post it to the Education Council. You can:
- email to feedback@educationcouncil.org.nz
- post to Our Code, Our Standards Consultation, Education Council, PO Box 5326 Wellington 6145
- deliver your submission to the Education Council, Level 12, 80 Boulcott Street, Wellington. Again you can answer as many or as few questions as you like, or you may choose to provide more general feedback.

**DISCUSSION GUIDES**
We have developed three guides to support your engagement and promote discussion on the draft Our Code, Our Standards. We hope these make it easier for you, your colleagues, learners and their parents to make a submission.

- **Guide for colleagues:** This guide is designed to support teachers and leaders to facilitate discussion with their colleagues on both the draft Code of Professional Responsibility and draft Standards.
- **Guide to capture the views of learners:** We are keen to capture the views and voice of learners in this consultation process, so this guide provides some ideas for principals and leaders to use in their schools. This is specifically about the Code of Professional Responsibility.
- **Guide to capture the views of parents and whānau:** This guide provides some ideas for centre managers, principals and other leaders to facilitate discussions with the parents and whānau of their learners on the draft Code of Professional Responsibility.

These additional guidance resources can be downloaded from [www.educationcouncil.org.nz/OurCodeOurStandards](http://www.educationcouncil.org.nz/OurCodeOurStandards)

**YOUR FEEDBACK IS IMPORTANT TO US. THE CLOSING DATE FOR SUBMISSIONS IS 5PM FRIDAY 21 APRIL 2017.**
Please take the opportunity to have your say and help shape the Code and Standards that will guide your profession. We look forward to your thoughts.
OUR VALUES

These Values underpin Our Code, Our Standards. They define, inspire and guide us as teachers.

**WHAKAMANA:** Empowering all learners to reach their highest potential through high quality teaching and leadership.

**MANAAKITANGA:** Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

**TIKANGA:** Showing integrity by doing the right thing in ways that are fair, honest and just.

**WHANAUNGATANGA:** Engaging in positive and collaborative relationships with our colleagues, learners, their families/whānau and the wider community.

OUR OBLIGATION TO MĀORI AS TANGATA WHENUA

We recognise that we have an obligation to assist Aotearoa New Zealand as a bicultural nation and to honour te Tiriti o Waitangi/the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

Our Code, Our Standards reflects this obligation and recognises te Tiriti o Waitangi/the Treaty of Waitangi as a founding constitutional document of Aotearoa New Zealand.
Our Code

The Code of Professional Responsibility for the Teaching Profession
The Teachers’ Code of Professional Responsibility

This Code has been developed with our profession for our profession. It reflects the expectations of conduct and integrity that our profession share; what we expect of each other and what our learners, their families/whānau and the public can expect of us.

As teachers we understand the influence we have on shaping futures and the contribution we make to society by supporting children and young people in realising their potential and preparing them for the future.

We understand the responsibility that families/whānau and the wider community have entrusted in us to guide their children and young people on their learning journey and keep them safe. By acting with integrity and professionalism in all that we do, we maintain this trust and confidence.

Upholding the expectations set out in the Code is the responsibility of each and every one of us. It also connects us as a profession. If one of us breaches the Code, it can affect us all - directly affecting how others see us and how the profession is valued. So we also have a responsibility to each other, to ensure we all understand these expectations and make the right decisions each and every day.

Being a part of the teaching profession in Aotearoa New Zealand is something we can be very proud of.

**THE TEACHERS’ CODE OF PROFESSIONAL RESPONSIBILITY HAS BEEN DEVELOPED TO:**

- set out the high standards of ethical behaviour expected of all members of the teaching profession
- provide the learners, their families/whānau and the public with trust and confidence in teachers and the profession and
- honour teaching as a profession of high trust and integrity.
THERE ARE TWO PARTS TO THE CODE.

PART 1: Code Principles. This sets out the principles of the Code grouped under the four commitment statements: Commitment to the Teaching Profession; Commitment to Learners; Commitment to Parents/Caregivers and Families/Whānau; and Commitment to Society.

PART 2: Code Guidance. This provides positive examples of how we can demonstrate the principles under each of the commitment statements, as well as examples of behaviour which would be considered a breach of these expectations.

WHO DOES THE CODE APPLY TO?
All certificated teachers and those who have been granted a Limited Authority to Teach are required to comply with the Code.

This applies whether we are in permanent, temporary or relieving roles; whether we are in a teaching or a leadership role; and whether we are working in early childhood education, primary, intermediate or secondary schools, Māori medium, or tertiary settings.

Being part of the profession means we agree to comply with the Code and meet the standards for effective teaching practice which are set out in the Standards for the Teaching Profession.

HOW CAN THE CODE BE USED?
For those entering the profession, the Code serves as a tool to assist initial teacher education providers to support student teachers to understand the standards of conduct and integrity expected of everyone within the profession.

For those outside the profession, such as learners, their families/whānau and the public, the Code informs them about the standards of ethical behaviour and practice that the profession expects of all teachers. It can provide them with confidence and trust that all members of the profession have agreed to uphold high standards of ethical behaviour.

For employers of teachers, the Code can assist professional learning conversations about expectations of professional responsibility. In the event of complaints or concerns being raised it can be used as a framework to assess professional conduct.

For the Education Council and its disciplinary bodies, the Code promotes a shared understanding of the high standards of behaviour expected from our profession. It is part of how we champion effective leadership and teaching, elevate the status of teaching and strengthen a self-managing profession. For investigations of a complaint about a teacher’s conduct the Code will be used as a guide to assess professional conduct.

HOW HAS THIS DRAFT BEEN DEVELOPED?
This draft Code has been developed using a thorough consultative process alongside the teaching profession, listening to the voices of teachers, and being guided by a working group made up of representatives from peak bodies in the profession.
## CODE PRINCIPLES – NGĀ MĀTĀPONO

### 1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

<table>
<thead>
<tr>
<th>1. 1 Demonstrating a high standard of professional and personal behaviour</th>
<th>1. 1 Whakaatu i te paerewa teitei o te whanonga ngaiotanga, whanonga whaiaro</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2 Contributing to a professional culture that supports and upholds this Code</td>
<td>1. 2 Whai wāhi atu ki tētahi ahurea ngaiotanga e tautoko ana, ā, e tautīnei ana i ēnei tikanga</td>
</tr>
<tr>
<td>1. 3 Engaging in professional, respectful and collaborative relationships with colleagues</td>
<td>1. 3 Whai wāhi ki te whanaungatanga i waenga o ngā hoa mahi, i runga o te whakaaro nui, o te mahi ngātahi</td>
</tr>
<tr>
<td>1. 4 Demonstrating a commitment to tangata whenuatanga and bicultural partnership</td>
<td>1. 4 Whakaatu i te ngākau nui ki te tangata whenuatanga me te hononga kākano rua</td>
</tr>
<tr>
<td>1. 5 Demonstrating a commitment to high quality and effective teaching and learning</td>
<td>1. 5 Whakaatu i te ngākau nui ki te kounga teitei me te tōtika o te whakaakoranga me te akoranga</td>
</tr>
</tbody>
</table>
## CODE PRINCIPLES – NGĀ MĀTĀPONO

<table>
<thead>
<tr>
<th>2. COMMITMENT TO LEARNERS</th>
<th>2. KO TE NGĀKAU NUI KI NGĀ ĀKONGA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I will work in the best interests of learners by:</strong></td>
<td><strong>Ka mahi au kia tino whai painga ngā ākonga mā te:</strong></td>
</tr>
<tr>
<td>2.1 Promoting their wellbeing and protecting them from harm</td>
<td>2.1 Whakairanga i tō rātou oranga, ā, me te ārai i a rātou i te raru</td>
</tr>
<tr>
<td>2.2 Engaging in ethical and professional relationships with them</td>
<td>2.2 Whakawhanaunga ki a rātou i runga o ngā tikanga matatika me ngā tikanga ngaiotanga</td>
</tr>
<tr>
<td>2.3 Respecting the diversity of their heritage, language, identity and culture</td>
<td>2.3 Whakaaro nui ki te whānui o te tukuihotanga, ō rātou reo, ō rātou tuakiri me ō rātou ahurea</td>
</tr>
<tr>
<td>2.4 Affirming Māori learners as tangata whenua</td>
<td>2.4 Whakaū i te tangata whenuatanga o ngā ākonga Māori</td>
</tr>
<tr>
<td>2.5 Promoting inclusive practices to support the needs of all learners</td>
<td>2.5 Whakairanga i ngā mahi urutomo hei tautoko i ngā matea o te katoa o ngā ākonga</td>
</tr>
<tr>
<td>2.6 Being fair and effectively managing my own assumptions and personal beliefs</td>
<td>2.6 Tika me te tōtika o tāku whakarite i ōku ake whakapae me ōku ake whakapono</td>
</tr>
</tbody>
</table>
## 3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role parents/caregivers and families/whānau play in supporting their child’s learning by:

<table>
<thead>
<tr>
<th>3.1 Engaging in relationships with them that are professional and respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Involving them in decisions about their child’s care and learning</td>
</tr>
<tr>
<td>3.3 Respecting the diversity of their heritage, language, identity and culture</td>
</tr>
</tbody>
</table>

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## 3. KO TE NGĀKAU NUI KI NGĀ MĀTUĀ, KI NGĀ KAITIAKI ME NGĀ WHĀNAU

Ka whakaaro nui au ki te tino tūranga o ngā mātua, o ngā kaitiaki me ngā whānau ki te tautoko i te akoranga o tā rātou tamaiti mā te:

<table>
<thead>
<tr>
<th>3.1 Whakawhanaungatanga ki a rātou i runga o te ngaiotanga me te whakaaro nui</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Whakarite kia whai wāhi rātou ki ngā whakataunga e pā ana ki te tiaki me te akoranga o tā rātou tamaiti</td>
</tr>
<tr>
<td>3.3 Whakaaro nui ki te rerekētanga o ō rātou tukuihotanga, ō rātou reo, o rātou tuakiri, ō, me ō rātou ahurea</td>
</tr>
</tbody>
</table>

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## 4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

<table>
<thead>
<tr>
<th>4.1 Teaching and modelling respect for the principles and practices that contribute to the wellbeing of all</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Behaving lawfully and demonstrating high standards of integrity</td>
</tr>
<tr>
<td>4.3 Demonstrating a commitment to a bicultural Aotearoa New Zealand</td>
</tr>
</tbody>
</table>

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## 4. KO TE NGĀKAU NUI KI TE HAPORI WHĀNUI

Ka whakaaro nui au ki te tōku tūranga matatika i roto i te hapori whānui, ā, me te tōku whakaawenga ki te hanga i te wā e heke mai nei mā te:

<table>
<thead>
<tr>
<th>4.1 Whakaako me te tauri i te whakaaro nui ki ngā mātāpono me ngā mahi ka whai pānga ki te oranga o te katoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Mahi i runga o te whai i te ture me te whakaatu i ngā paerewa teitei o te ngākau pono</td>
</tr>
<tr>
<td>4.3 Whakaatu i te ngākau nui ki te kākano ruatanga o Aotearoa</td>
</tr>
</tbody>
</table>
CODE GUIDANCE

The Code of Professional Responsibility

This section provides positive examples of how the principles of the commitment statements might look like in practice, as well as examples of behaviour that is unacceptable and breaches these expectations.

Together, the Code principles and the guidance will support professional learning conversations so there is a common understanding of what it means to be part of the teaching profession.

The positive examples are not to be used as a check list or used as indicators to be assessed or measured against. Rather, each gives clarity and guidance to the overarching Code principles, which, on their own, are very broad statements of expected professional behaviour.

Likewise, the examples of unacceptable behaviour are not exhaustive. No code can list all behaviours expected of us or define how every situation should be managed. Other unacceptable behaviour, even if not listed, may still be in breach of the Code.

The overarching expectation is that we will apply sound professional judgement in all our work and act in a way that upholds the reputation of the teaching profession and the trust and confidence of learners, their families/whānau and the public.
1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.1 Demonstrating a high standard of professional and personal behaviour
1.2 Contributing to a professional culture that supports and upholds this Code
1.3 Engaging in professional, respectful and collaborative relationships with colleagues
1.4 Demonstrating a commitment to tangata whenua and bicultural partnership
1.5 Demonstrating a commitment to high quality and effective teaching and learning
1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.1 DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL AND PERSONAL BEHAVIOUR

We recognise that we hold a trusted position as teachers and that we have considerable influence over learners in and beyond the learning environment.

We understand that our behaviour, whether this is in a professional or private capacity, can affect others’ confidence in us and the reputation of the profession.

EXAMPLES OF DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL AND PERSONAL BEHAVIOUR INCLUDE:

- modelling a high standard of behaviour, both inside and outside the learning environment
- behaving in ways which promote a culture of trust and respect
- communicating and using social media appropriately.

EXAMPLES OF NOT DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL AND PERSONAL BEHAVIOUR INCLUDE:

- any action which might reduce the trust or confidence that learners, their family/whānau, colleagues or others may have in me as a teacher
- any behaviour, both inside and outside the learning environment, that may bring the teaching profession into disrepute or may call into question my suitability to teach
- sharing inappropriate information on social media.
1. COMMITMENT TO THE TEACHING PROFESSION

_I will maintain public trust and confidence in the teaching profession by:_

### 1.2 CONTRIBUTING TO A PROFESSIONAL CULTURE THAT SUPPORTS AND UPHOLDS THIS CODE

_We understand that we are all collectively responsible for upholding this Code._

**EXAMPLES OF BEHAVIOUR THAT CONTRIBUTES TO A PROFESSIONAL CULTURE THAT SUPPORTS AND UPHOLDS THIS CODE INCLUDE:_**

- fostering a professional culture of openness and self-reflection
- leading and engaging in professional conversations and learning about ethical conduct, processes for ethical decision making and practice
- demonstrating an understanding of the expectations of the profession set out in this Code
- providing mentoring, guidance and support to students studying in initial teachers’ education programmes, those new to the profession and colleagues to help them understand the expectations set out in this Code
- complying with reporting requirements (such as self-reporting a criminal offence or charge)
- speaking out if the behaviour of a colleague may be in breach of the Code.

**EXAMPLES OF BEHAVIOUR THAT DOES NOT CONTRIBUTE TO A PROFESSIONAL CULTURE THAT SUPPORTS OR UPHOLDS THIS CODE INCLUDE:_**

- refusing to participate in reflective professional conversations about ethical conduct and practice
- failing to comply with reporting requirements
- failing to speak out if they are aware that the behaviour of a colleague is in breach of this Code
- threatening or imposing negative repercussions on someone who has spoken out about a breach of the Code.
1. COMMITMENT TO THE TEACHING PROFESSION

*I will maintain public trust and confidence in the teaching profession by:*

1.3 ENGAGING IN PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES

We value respectful and collaborative relationships with our colleagues to deliver high quality teaching and learning.

**EXAMPLES OF ENGAGING IN PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES INCLUDE:**

- promoting an inclusive, respectful and supportive workplace culture
- respecting the diversity of my colleagues’ heritage, language, identity and culture
- affirming Māori colleagues as tangata whenua, respecting their heritage, language, identity and culture
- welcoming and supporting colleagues who are new to the profession or the learning environment
- seeking to resolve conflicts respectfully and constructively
- supporting beginning teachers and other colleagues with coaching and mentoring to help them advance their practice
- providing colleagues with constructive feedback and appraisal on their practice
- protecting personal or confidential information on colleagues (unless disclosure is required by the law or serves a compelling professional purpose).

**EXAMPLES OF BEHAVIOUR WHICH SUGGEST RELATIONSHIPS WITH COLLEAGUES ARE NOT PROFESSIONAL, RESPECTFUL OR COLLABORATIVE INCLUDE:**

- refusing to work cooperatively or collaboratively
- refusing to support inclusive practices and policies, in particular, for colleagues who have additional support needs
- communicating to or about colleagues in a disrespectful, aggressive or inappropriate manner (including on social media)
- behaviour which is intimidating, hostile, threatening, humiliating, harassing or bullying
- making malicious or unfounded criticisms of, or accusations about, colleagues that may undermine them professionally
- divulging personal or confidential information about colleagues without their consent or without a valid context
- making discriminatory or derogatory comments about the heritage, language, identity or culture of a colleague
- being unwelcoming or unsupportive to colleagues who are new to the profession
- failing to disclose or take appropriate steps to manage a relationship with a colleague which may present an actual or perceived conflict of interest.
1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.4 DEMONSTRATING A COMMITMENT TO TANGATA WHENUATANGA AND BICULTURAL PARTNERSHIP IN THE LEARNING ENVIRONMENT

We recognise our role in leading and modelling a commitment to tangata whenua tanga and bicultural partnership and practice in Aotearoa New Zealand.

EXAMPLES OF DEMONSTRATING COMMITMENT TO TANGATA WHENUATANGA AND BICULTURAL PARTNERSHIP IN THE LEARNING ENVIRONMENT INCLUDE:

- demonstrating respect for Māori beliefs, language, culture and customary protocols (tikanga Māori)
- demonstrating respect for the histories, heritages, languages and cultures of both partners to te Tiriti o Waitangi/the Treaty of Waitangi
- fostering an understanding of te Tiriti o Waitangi/the Treaty of Waitangi and its implications within the learning environment
- practising and supporting others to use te reo Māori and tikanga Māori
- addressing the educational aspirations for Māori learners and displaying high expectations for their learning
- promoting a learning environment which values bicultural partnership and enables Māori achievement.

EXAMPLES OF BEHAVIOUR THAT SUGGESTS A LACK OF COMMITMENT TO TANGATA WHENUATANGA AND BICULTURAL PARTNERSHIP INCLUDE:

- refusing or deliberately failing to engage in professional development opportunities to build Māori cultural competency
- displaying disrespect for histories, heritages, languages and cultures of both partners to te Tiriti o Waitangi/the Treaty of Waitangi
- deliberately failing to support the educational aspirations of Māori learners.
1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1.5 DEMONSTRATING A COMMITMENT TO HIGH QUALITY AND EFFECTIVE TEACHING

We believe that every learner deserves the right to effective and high quality teaching that enables them to reach the very best of their potential.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES A COMMITMENT TO HIGH QUALITY AND EFFECTIVE TEACHING INCLUDE:

• meeting the Standards for the Teaching Profession and applying them in professional development and appraisal processes
• engaging in professional development opportunities and applying new learning in my practice
• supporting others to have professional learning and development opportunities
• engaging in collaborative problem solving
• engaging in appraisal processes and acting on feedback from others
• engaging in professional inquiry to evaluate the effectiveness of teaching
• contributing to the development of sound, evidence-informed educational policy.

EXAMPLES OF BEHAVIOUR WHICH DOES NOT DEMONSTRATE A COMMITMENT TO HIGH QUALITY AND EFFECTIVE TEACHING INCLUDE:

• refusing to take up or fully engage in professional learning opportunities
• refusing to fully engage in critical inquiry to evaluate the effectiveness of my teaching
• refusing to fully participate in appraisal processes or refusing to fully act on feedback from appraisals
• refusing or failing to fully engage in collaborative problem solving and learning-focused, collegial discussions.
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.1 Promoting their wellbeing and protecting them from harm
2.2 Engaging in ethical and professional relationships with them
2.3 Respecting the diversity of their heritage, language, identity and culture
2.4 Affirming Māori learners as tangata whenua
2.5 Promoting inclusive practices to support the needs of all learners
2.6 Being fair and effectively managing my own assumptions and personal beliefs
2. COMMITMENT TO LEARNERS

*I will work in the best interests of learners by:*

2.1 PROMOTING THEIR WELLBEING AND PROTECTING THEM FROM HARM

We understand that their wellbeing is vital to their learning and achieving the best of their potential.

**EXAMPLES OF BEHAVIOUR THAT PROMOTES LEARNERS’ WELLBEING AND PROTECTS THEM FROM HARM INCLUDE:**

- creating and fostering learning environments that are safe and which promote their dignity and emotional wellbeing
- treating them with respect
- demonstrating empathy and responding in a developmentally appropriate way when they are unwell, hurt or upset
- being familiar with the indicators of, and risk factors for, abuse and neglect
- taking appropriate action where there is reason to believe they may have been, or may be at risk of being, harmed (including self-harm), abused or neglected.

- providing additional support where needed, such as making appropriate referrals for specialist help
- treating personal information about them as confidential and using it only for proper purposes with care
- informing them of the extent of confidentiality and the situations where the information may be disclosed
- using care and sound judgement when discussing their personal information with others, either within the learning environment or outside of it
- using communication and information technology with diligence and care to protect their privacy and confidentiality.
2. COMMITMENT TO LEARNERS

*I will work in the best interests of learners by:*

2.1 PROMOTING THEIR WELLBEING AND PROTECTING THEM FROM HARM

Harm is defined as any detrimental effect on the learner’s (physical, emotional, social, intellectual or spiritual) wellbeing. This includes neglect, abuse, discrimination, exclusion, threats of physical harm and harassment. It does not include accidental harm not involving negligence or misconduct.

**EXAMPLES OF BEHAVIOUR THAT MAY CAUSE LEARNERS HARM INCLUDE:**

- using physical force for discipline or punishment
- inappropriate or unnecessary physical contact
- inappropriate handling such as physically grabbing, shoving or pushing
- deliberately making excessive or unreasonable demands
- humiliation, belittling and inappropriate use of humour
- verbal or body language which is unreasonable, excessive and inappropriate (eg angry or threatening language, yelling or shouting, or using an intimidating stance and demeanour)
- deliberately withholding information about their rights
- physical restraint outside of Ministry of Education guidelines
- inappropriate or unreasonable exclusion (ie from a physical space, an activity, an opportunity or from attention)
- seclusion (ie placing them alone in a room from which they cannot freely exit, for a duration)
- exposing them to inappropriate risk
- showing a cavalier attitude toward their privacy by disclosing personal or confidential information beyond those who have legitimate need to know
- showing a cavalier attitude towards storing personal or confidential information securely
- taking, publishing or sharing images or recordings of them without required consent, or when not authorised to do so
- accessing or using their information, contact details or other records inappropriately without a valid context
- permitting, supplying or encouraging them to use a controlled drug
- engaging in a romantic relationship or having sexual or intimate contact with them, or a recent former learner.

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2 ‘Seclusion’ is defined in the Education (Update) Amendment Bill 2016 “…to place the student or child involuntarily alone in a room from which he or she cannot freely exit or from which the student or child believes that he or she cannot freely exit.”
3 Controlled drugs as specified and described under the Misuse of Drugs Act 1975.
4 Inappropriate relationships. The length of time between the conclusion of the teacher-learner relationship and the beginning of an intimate relationship is only one of a number of factors that might determine the appropriateness of a teacher’s conduct. Other considerations might include the age difference between the learner and the teacher; the vulnerability, emotional or social maturity of the learner, and whether the relationship was formed while there was a teacher - learner relationship (Australasian Teacher Regulatory Authorities. Managing Professional Boundaries. Guidelines for Teachers. ATRA September 2015)
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.2 ENGAGING IN ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH THEM

We recognise that:

- teachers are in a unique position of trust, care, authority and influence over our learners
- teacher – learner relationships are not equal and there is always an inherent power imbalance in the relationship
- teachers have a duty of care to ensure the physical and emotional wellbeing of learners is safeguarded.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS INCLUDE:

- taking active steps to establish and maintain positive and professional relationships focussed on their learning and wellbeing
- taking steps to ensure that they understand the limits and boundaries of the teacher - learner relationship
- being careful to always manage professional boundaries both within and beyond the learning environment
- being transparent about actions which could be interpreted as blurring professional boundaries, by informing and seeking authorisation from my professional leader.

EXAMPLES OF BEHAVIOUR THAT MAY BREACH THE BOUNDARIES OF ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS INCLUDE:

- engaging in a romantic relationship or having sexual or intimate contact with them, or with a recent former learner
- adopting a welfare role with them that is beyond the scope of my position, such as becoming a counsellor, confidant or friend, or taking on a type of parenting role
- talking with them about highly personal and or sexually inappropriate matters
- making jokes or innuendo of a sexual nature or making inappropriate comments about their physical appearance
- facilitating or permitting access to pornographic material or sexually explicit material that is not part of an endorsed curriculum
- privately meeting with them outside the education setting without a valid context
- privately giving them personal gifts or special favours
- showing preferential treatment to them without a legitimate reason
- encouraging or allowing them to develop an emotional dependency on me
- corresponding with them about very personal matters without a valid context.
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.3 RESPECTING THE DIVERSITY OF THEIR HERITAGE, LANGUAGE, IDENTITY AND CULTURE

We understand the importance of identity, language and culture - knowing where our learners come from and building on what they bring with them.

**EXAMPLES OF RESPECTING THE DIVERSITY OF THE HERITAGE, LANGUAGE IDENTITY AND CULTURE OF LEARNERS INCLUDE:**

- learning about their histories, heritage, language, identity and culture
- using opportunities to validate their heritage, language, identity and culture in my teaching and leadership
- pronouncing their names correctly and encouraging others to do the same
- understanding they may have different world views from mine
- having high expectations of their learning, regardless of their heritage language, identity or culture.

**EXAMPLES OF BEHAVIOUR WHICH SUGGESTS LACK OF RESPECT TOWARDS THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF LEARNERS INCLUDE:**

- making discriminatory or derogatory comments about their heritage, language, identity or culture
- dismissing or belittling their personal, cultural, religious or spiritual beliefs
- displaying a lack of respect for their cultural or customary protocols
- refusing to learn how to pronounce their names correctly
- displaying a lack of respect or refusing to acknowledge their sexual orientation or gender identity.
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.4 AFFIRMING MĀORI LEARNERS AS TANGATA WHENUA

We recognise that we have an obligation to affirm Māori learners as tangata whenua, to respect their language, identity and culture and to actively support their educational aspirations.

EXAMPLES OF BEHAVIOUR THAT AFFIRMS MĀORI LEARNERS AS TANGATA WHENUA INCLUDE:

- having high expectations for their learning and achievement potential
- building a learning environment that enables them to reach their potential
- affirming their place within the wider whānau, actively building relationships with their parents/caregivers, whānau, hapū, iwi and the wider community
- displaying respect towards tikanga Māori and learning about local tikanga and history
- using opportunities to learn, use and affirm te reo Māori and tikanga Māori
- supporting all learners and others to understand the unique status of tangata whenua in Aotearoa New Zealand.

EXAMPLES OF BEHAVIOUR THAT DOES NOT AFFIRM MĀORI LEARNERS AS TANGATA WHENUA INCLUDE:

- refusing to pronounce their names correctly or to learn how (including the important names that they whakapapa to such as their whānau, hapū, iwi, tupuna, marae, waka or maunga)
- displaying disrespect towards tikanga Māori
- making discriminatory or derogatory comments to them about te ao Māori (Māori world views).
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.5 PROMOTING INCLUSIVE PRACTICES TO SUPPORT THE NEEDS OF EVERY LEARNER

We strive to meet the needs of every learner providing them with the support they need to reach their full potential.

EXAMPLES OF BEHAVIOUR THAT PROMOTES INCLUSIVE PRACTICES TO SUPPORT THE NEEDS OF EVERY LEARNER INCLUDE:

- building an inclusive and supportive teaching and learning environment
- planning learning opportunities where everyone can participate and achieve
- striving for equity and removing barriers to achievement
- having high expectations for their learning and providing them with the support they need to get there
- using positive language to talk about their learning, their needs and their next steps.

EXAMPLES OF BEHAVIOUR THAT DOES NOT PROMOTE INCLUSIVE PRACTICES TO SUPPORT THE NEEDS OF EVERY LEARNER INCLUDE:

- making derogatory comments or using deficit language when referring to some learners or groups of learners
- inappropriately excluding some learners from participating in learning opportunities and activities.
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

2.6 BEING FAIR AND EFFECTIVELY MANAGING MY OWN ASSUMPTIONS AND PERSONAL BELIEFS

We recognise that, as teachers, we have a strong influence on learners and their understanding of the world. As such, we have to be careful our own bias and personal beliefs do not negatively interfere with the quality and effectiveness of our teaching.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES BEING FAIR AND EFFECTIVELY MANAGING MY OWN ASSUMPTIONS AND PERSONAL BELIEFS INCLUDE:

- helping learners to think critically about issues and understand different views, theories, perspectives and experiences
- presenting issues or subject matter in an open way and being transparent about our own beliefs or perspective
- maintaining professional objectivity and when this is not possible, discussing it with our professional leader
- critically reflecting how our own beliefs or bias may influence our teaching practice and putting in place steps to mitigate these
- upholding principles of integrity, transparency, reliability and honesty when assessing the progress or performance of learners
- basing judgements on clearly specified criteria when assessing the progress or performance of learners
- having transparent expectations and criteria for recognising, rewarding or disciplining learners
- treating learners equitably - recognising that treating learners fairly doesn't always mean treating them equally.

EXAMPLES OF BEHAVIOUR THAT MAY NOT BE FAIR OR THAT SUGGESTS THE TEACHER’S OWN ASSUMPTIONS AND PERSONAL BELIEFS ARE NOT BEING EFFECTIVELY MANAGED INCLUDE:

- using my authority as a teacher to promote my own beliefs, undermine the personal beliefs of learners or inappropriately influence them to take a course of action
- expressing or promoting discriminatory beliefs and practices
- having a ‘favourite’ learner and providing them with praise, opportunities, attention, recognition or rewards that are considered by others to be inappropriate or unjust
- using subtle or overt behaviours to unfairly exclude, admonish or harshly assess the progress or performance of a learner
- having unclear criteria to either reward or discipline a learner
- using bias when assessing the progress or performance of learners.
3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role of parents/caregivers and families/whānau in supporting their child’s learning by:

3. 1 Engaging in relationships with them that are professional and respectful
3. 2 Involving them in decisions about their child’s care and learning
3. 3 Respecting the diversity of their heritage, language, identity and culture
3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role of parents/caregivers and families/whānau in supporting their child’s learning by:

3.1 ENGAGING IN RELATIONSHIPS WITH THEM THAT ARE PROFESSIONAL AND RESPECTFUL

We understand that the educational success of learners is greatly enhanced by the active involvement of parents/caregivers and families/whānau in their learning.

EXAMPLES OF ENGAGING IN RESPECTFUL PROFESSIONAL RELATIONSHIPS WITH PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU INCLUDE:

- using a range of opportunities to establish and maintain a responsive and reciprocal relationship
- using language, tone and processes that are conducive to a positive professional relationship
- being open and honest
- being aware of professional boundaries
- being transparent about actions which could be interpreted as blurring professional boundaries
- respecting their privacy and the confidentiality of personal information about them
- treating personal information about them as confidential and using it only for proper purposes with care
- informing them of the extent of confidentiality and the situations where the information may need to be disclosed
- using care and sound judgement when discussing personal information about parents/caregivers and families/whānau with others, either within the learning setting or outside of it
- taking precautions to protect privacy and confidential information in electronic records, emails, documents, reports or any place where confidential information is stored.
3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role of parents/caregivers and families/whānau in supporting their child’s learning by:

3.1 ENGAGING IN RELATIONSHIPS WITH THEM THAT ARE PROFESSIONAL AND RESPECTFUL

EXEMPLARY OF BEHAVIOUR THAT SUGGEST THE TEACHER IS NOT ENGAGING IN RESPECTFUL OR PROFESSIONAL RELATIONSHIPS WITH PARENTS/ CAREGIVERS OR FAMILIES/WHĀNAU INCLUDE:

- communicating in a dismissive, disrespectful or inappropriate manner
- deliberately avoiding communication
- withholding information about their child (unless this is deemed to be in the best interest of the child)
- dismissing their views and preferences regarding their child’s learning or care
- making derogatory comments about their heritage, identity, language, culture and beliefs
- deliberately using language or jargon that alienates or excludes them from their child’s learning
- disclosing personal information beyond those who have a legitimate need to know
- disclosing personal information about them in public places or on social media
- failing to take adequate precautions to protect personal or confidential information in electronic records, emails, documents, reports or any place where confidential information is stored
- accessing information, contact details or other records about parents/ caregivers and families/whānau inappropriately and without a valid context.
3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role of parents/caregivers and families/whānau in supporting their child’s learning by:

3.2 INVOLVING THEM IN DECISIONS ABOUT THEIR CHILD’S CARE AND LEARNING.

We understand that parents/caregivers and families/whānau are a child’s first and most important teachers and are vital partners in their learning.

EXAMPLES OF BEHAVIOUR THAT INVOLVES THEM IN DECISIONS ABOUT THEIR CHILD’S CARE AND LEARNING INCLUDE:

- providing them with sufficient information and opportunities to make informed decisions about their child’s care and learning
- providing accessible opportunities for them to share their views
- using clear, accessible language to help them to engage in their child’s learning
- being open and honest
- making an effort to engage, communicate and listen
- supporting parents/caregivers to understand instances where minors have legal rights independent of their parents/caregivers.

EXAMPLES OF BEHAVIOUR THAT EXCLUDES PARENTS/CAREGIVERS AND THEIR FAMILIES/WHĀNAU FROM BEING INVOLVED IN DECISIONS ABOUT THEIR CHILD’S CARE AND LEARNING INCLUDE:

- dismissing their views and preferences regarding their child’s care or learning
- deliberately excluding them from significant decisions that affect their child, (unless this is deemed to be in the best interest of the learner)
- deliberately withholding or giving false information about their child’s learning or wellbeing (unless this is deemed to be in the best interest of the learner)
- making decisions which are against the wishes of parents and families/whānau (unless this is deemed to be in the best interest of the learner)
- deliberately using processes, language or jargon which excludes parents and families/whānau from making informed decisions or being involved in their learning.
3. COMMITMENT TO PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU

I will respect the vital role of parents/caregivers and families/whānau in supporting their child’s learning by:

3.3 RESPECTING THE DIVERSITY OF THEIR HERITAGE, LANGUAGE, IDENTITY AND CULTURE

To know learners, we need to know their families.

EXAMPLES OF BEHAVIOUR THAT SHOWS RESPECT TO THE DIVERSITY OF THEIR HERITAGE, LANGUAGE, IDENTITY AND CULTURE INCLUDE:

• taking active steps to learn about their heritage, identity, language, culture and beliefs and to recognise the significance of their cultural identification and beliefs
• recognising the diversity between cultures and within different cultures, including diversity of ethnicity, ability, economic status, age, sex, sexual orientation, gender identity, faiths and beliefs
• following appropriate protocols when engaging with Māori parents/caregivers whānau, hapū, iwi and communities
• making an effort to pronounce names correctly, greeting them in their language and encouraging others to do the same
• understanding that parents and families/whānau may have different world views from my own.

EXAMPLES OF BEHAVIOUR WHICH SUGGESTS A LACK OF RESPECT TOWARDS THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF PARENTS/CAREGIVERS AND FAMILIES/WHĀNAU INCLUDE:

• making discriminatory or derogatory comments about their heritage, language, identity or culture
• deliberately pronouncing their names incorrectly or refusing to learn how to pronounce them correctly
• deliberately pronouncing Māori names and words incorrectly or refusing to learn how to pronounce them correctly (including the important names they whakapapa to such as their whānau, hapū, iwi, tupuna, marae, waka or maunga)
• displaying a lack of respect for their cultural or customary protocols
• displaying a lack of respect for tikanga Māori (Māori customary protocols) such as pōwhiri, mihi whakatau or waiata
• dismissing or belittling their cultural or spiritual beliefs.

“Culture” refers to the ideas, customs and social behaviour of a particular people or society and the attitudes and behaviour characteristic of a particular social group.
4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.1 Teaching and modelling respect for the principles and practices that contribute to the wellbeing of all

4.2 Behaving lawfully and demonstrating high standards of integrity

4.3 Demonstrating a commitment to a bicultural Aotearoa New Zealand
4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.1 TEACHING AND MODELLING RESPECT FOR THE PRINCIPLES AND PRACTICES THAT CONTRIBUTE TO THE WELLBEING OF ALL

I understand the influence I have to support learners to make a positive contribution to building a strong and just Aotearoa New Zealand.

EXAMPLES OF TEACHING AND MODELLING RESPECT FOR THE PRINCIPLES AND PRACTICES THAT CONTRIBUTE TO THE WELLBEING OF ALL INCLUDE:

- modelling and promoting respect for human rights and fundamental freedoms
- promoting an understanding of exclusion or discrimination that may be experienced by people who may be marginalised by personal or social circumstances (ie ethnicity, socioeconomic status, sexual orientation, gender, ability, religion or language)
- promoting inclusive practices to meet the needs of vulnerable or marginal individuals or groups
- understanding of the rights of children and young people as set out in the United Nations Convention of the Rights of the Child (UNCROC) and using this as a basis to inform my practice
- creating learning environments where learners can be confident in their identity, language and culture and as citizens in bicultural and multi-cultural Aotearoa New Zealand
- promoting an understanding of global citizenship.

EXAMPLES OF BEHAVIOUR WHICH IS CONTRARY TO TEACHING AND MODELLING RESPECT FOR THE PRINCIPLES AND PRACTICES THAT CONTRIBUTE TO THE WELLBEING OF ALL INCLUDE:

- discriminating or excluding people on the basis of their personal or social circumstances (ie ethnicity, socioeconomic status, sexual orientation, gender, ability, religion or language)
- promoting a climate of exclusion of vulnerable or marginalised people or groups.
4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.2 BEHAVING LAWFULLY AND DEMONSTRATING HIGH STANDARDS OF INTEGRITY

We understand that we are role models and appreciate the importance of being responsible, honest and just.

EXAMPLES OF BEHAVING LAWFULLY AND DEMONSTRATING HIGH STANDARDS OF INTEGRITY INCLUDE:

- obeying the law
- behaving in a way which promotes respect and confidence (either in personal or professional settings)
- using professional resources carefully and only for their intended purposes
- using information and communication technology appropriately and responsibly
- engaging appropriately with formal reviews, inquiries or investigations
- performing professional duties in accordance with the law and standard procedures
- disclosing and managing any real, potential or perceived conflict of interest
- contributing to a professional culture that is accepting, tolerant of diversity, respectful and free from intimidation, threat, humiliation, harassment and bullying
- demonstrating a strong sense of personal responsibility and commitment to the public good.

EXAMPLES OF BEHAVIOUR WHICH FAILS TO UPHOLD THE LAW OR DEMONSTRATE HIGH STANDARDS OF INTEGRITY INCLUDE:

- breaking the law or displaying a pattern of behaviour which suggests a disregard for the law
- behaving in a way which indicates poor judgement or undermines respect or confidence in me or the profession (either in personal or professional settings)
- having a perceived or actual conflict of interest which has not been disclosed and appropriately managed
- misusing my position for personal gain
- plagiarism or falsifying appraisals or assessment of a learner’s work
- using professional resources inappropriately or for personal gain (e.g., premises, facilities, equipment or finances)
- using information and communication technology inappropriately, illegally or irresponsibly
- deliberately misleading or withholding information about my qualifications, experience and/or skills
- deliberately misleading or withholding information which may impact on my suitability or fitness to teach or to hold a practising certificate
- failing to inform relevant authorities after being charged with, or found guilty of, a criminal offence; been dismissed or suspended from work; or having resigned for reasons relating to competence or conduct
- using or condoning the use of violence
- using or condoning the use of discriminatory behaviour.
4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

4.3 DEMONSTRATING A COMMITMENT TO A BICULTURAL AOTEAROA NEW ZEALAND

We recognise our obligation to support Aotearoa New Zealand as a bicultural nation and to honour te Tiriti o Waitangi/the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as tangata whenua.

EXAMPLES OF BEHAVIOUR THAT DEMONSTRATES A COMMITMENT TO A BICULTURAL AOTEAROA NEW ZEALAND INCLUDE:

• demonstrating respect for the histories, heritages, languages and cultures of both partners to te Tiriti o Waitangi/the Treaty of Waitangi
• fostering an understanding the role of te Tiriti o Waitangi/the Treaty of Waitangi and its implications in the learning environment
• practising and supporting others to use te reo Māori
• addressing the educational aspirations for Māori learners.

EXAMPLES OF BEHAVIOUR THAT DOES NOT DEMONSTRATE A COMMITMENT TO A BICULTURAL AOTEAROA NEW ZEALAND INCLUDE:

• refusing to engage in professional development opportunities to build Māori cultural competency
• displaying disrespect for Māori customary protocols (tikanga Māori)
• making disrespectful or derogatory comments about the histories, heritages, languages and cultures of both partners to te Tiriti o Waitangi/the Treaty of Waitangi
• deliberately failing to support the educational aspirations for Māori learners.
Our Standards

Professional Standards for the Teaching Profession
Teaching is a highly complex activity, drawing on the repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings.

These draft Standards reflect this complexity and provide holistic descriptions of what effective teaching looks like in Aotearoa New Zealand.

The Standards serve two purposes:

1. As a benchmark to guide your everyday practice to ensure high quality teaching and leadership within and across learning environments; and
2. As an aspirational lens to view your next steps in teaching and learning and to help you grow and develop as a teacher.

The professional Standards are applicable to every teacher who holds a Practising Teacher Certificate – whether you are working in Māori and English medium, early childhood, primary, secondary or teaching students in tertiary institutions. They are applicable regardless of your role – whether you are a teacher with day to day contact with learners, a reliever, a specialist teacher (eg music teacher or Resource Teacher: Learning and Behaviour) or a professional leader (eg centre manager, principal or senior dean). They are purposely designed at a high level so you can consider what these Standards look like within the context in which you work.

The draft Standards are a revision of the current Practising Teacher Criteria. They have been developed in consultation with a sector-wide working group, drawing on the expertise of writers who have developed the Standards in both English and te reo Māori.

The Standards are underpinned by a set of values and sit alongside the Code of Professional Responsibility, as key platforms of what it is to belong to the teaching profession.
### NGĀ TAUIRA PAEREWA NGAIOTANGA - STANDARDS FOR THE TEACHING PROFESSION

<table>
<thead>
<tr>
<th>Te Paearu</th>
<th>Criteria</th>
<th>Ngā Tohu (he tauira)</th>
<th>Indicators (examples)</th>
</tr>
</thead>
</table>
| Horopaki ā-motu | National context | a) Me tōtika tonu te āta whakarite i ngā wawata mō ngā ākonga Māori, me te whakaatu i ngā whāinga tiketike mō ā rātou mahi akoranga, e whai angitu mātauranga ai te ākonga Māori  
    b) Me whakaatu i te ngākau whakaute ki ngā hītori, ki ngā tukuihotanga, ki ngā reo me ngā ahurea o te tangata whenua me tauīwi i raro o te Tiriti o Waitangi  
    c) Me ako ka whakawhanake i te whakamahinga o te reo Māori me ngā tikanga. | a) Specifically and effectively address the educational aspirations for Māori learners, displaying high expectations for their learning, so Māori achieve educational success as Māori.  
    b) Demonstrate respect for the histories, heritages, languages and cultures of both partners to the Treaty of Waitangi/te Tiriti o Waitangi.  
    c) Practice and develop the use of te reo Māori me ngā tikanga. |
# Ngā Tauira Paerewa Ngaiotanga - Standards for the Teaching Profession

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Te koranga ngaiotanga</td>
<td>Professional learning</td>
<td>Use critical inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</td>
<td>a) Engage in professional learning and adaptively apply this learning in practice. b) Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matters. c) Use evidence from a range of sources to engage systematically and critically in professional inquiry. d) Critically examine my own assumptions and beliefs, including cultural beliefs and how they impact on practice and the achievement of learners now and into the future. e) Seek and act on feedback from colleagues, learners and other education professionals. f) Engage in collaborative problem-solving and learning-focussed collegial discussions.</td>
</tr>
<tr>
<td>Te koranga ngaiotanga</td>
<td>Professional learning</td>
<td>a) Me uru atu ki ngā akoranga ngaiotanga, ka mutu, ka āta whakahāngai i tēnei akoranga ki ngā whakaritenga mahi b) Me whai kia mōhio pai ki ngā rangahau, ki ngā whakamāramatanga me ngā āhuatanga auaha o te wā, e pā ana ki ngā kaupapa akoranga, ki ngā whakaritenga mahi me ngā kaupapa whānui e pā ana ki te mātauranga c) Me whakamahi i ngā taunakitanga ka puta i ngā tūmomo mātāpunia, kia āta arohaetia, wetewetehia i runga o te whai i te paerewa ngaiotanga d) Me whakamātau, me arohaetia i ēru ake whakapae me ēru whakapono, ā, ka whiriwhiri i te pāanga o ēnei ki ō mahi, ki te paetae o ngā ākonga i tēnei wā tonu atu ki te wā e heke mai nei e) Me rapu, ā, ka whakarite i runga o ngā kupu whakahoki ā ngā hoa mahi, ā ngā ākonga me ētahi atu o ngā mātanga mātauranga f) Me uru atu ki ngā matapaki ngātahi ā ngā hoa mahi e aroha ana ki te hiraurau hopanga me ngā kaupapa ako.</td>
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</table>
## NGĀ TAUIRA PAEREWA NGAIOTANGA - STANDARDS FOR THE TEACHING PROFESSION

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<th>Indicators (examples)</th>
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</table>
| Ngā hononga me ngā whanonga ngaiotanga | Professional relationships and behaviours | a) Me whai hononga-akoranga i runga o ngā te mahi ngātahi ki ngā:  
• whānau me ētahi atu o ngā kaitiaki o ngā ākonga  
• hoa kaiako, kaimahi tautoko me ētahi atu o ngā mātanga ngaio  
• pūtahi, ki ngā rōpū me te tangata takitahi o te hapori  
b) Me mahi ngātahi ngā kaiako ki te whakapakari i ngā mahi whakaakoranga  
c) Me mārama te whakawhitititi kōrero ā-waha, ā-tuhi  
d) Me mārama, me tika tonu te whakawhitititini ngā aromatawai me ngā kōrero paetae  
e) Me whakakatu i te kaihautūtanga e whai pānga ana ki te tōtika o te whakaakoranga me te akoranga  
f) Me tōtika te whakatinana i ngā wāhanga whai haepapatanga. |
| DRAFT | DRAFT | DRAFT | DRAFT |

NGĀ TAUIRA PAEREWA NGAIOTANGA - STANDARDS FOR THE TEACHING PROFESSION

a) Engage in collaborative learning-focussed relationships with:  
• parents/caregivers and families/whānau of learners  
• teaching colleagues, support staff and other professionals  
• agencies, groups and individuals in the community.  
b) Work collegially and collaboratively in the pursuit of improving practice.  
c) Communicate clearly orally and in writing.  
d) Communicate clear and accurate assessment and achievement information.  
e) Show leadership that contributes to effective teaching and learning.  
f) Undertake areas of responsibility effectively.
### Ngā Tauira Paerewa Ngaiotanga - Standards for the Teaching Profession

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<tbody>
<tr>
<td>Ngā taiao akoranga</td>
<td>Learning-focussed environments</td>
<td>a) Me waihanga, ā, ka whakaū i te whanaungatanga o te ako, i waenga o ngā ākonga, e rongo ai rātou i te whai wāhiatanga me te haepapatanga ki ngā mahi akoranga</td>
<td>a) Establish and maintain learning-focussed relationships with learners where there is a shared ownership and responsibility for learning.</td>
</tr>
<tr>
<td></td>
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<td>b) Me tōtika te whai wāhiatanga me te hihi o ngā ākonga ki te tukanga akoranga</td>
<td>b) Effectively engage learners as active participants in the process of learning.</td>
</tr>
<tr>
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<td></td>
<td>c) Me tauri ngā wawata tiketike e pā ana ki te akoranga o ia ākonga</td>
<td>c) Demonstrate high expectations for the learning of each learner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Me whakatí tina te pono, te whakaaro nui me te mahi tahi i te taha, i waenga o ngā ākonga</td>
<td>d) Foster trust, respect and cooperation with and among learners.</td>
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<td></td>
<td></td>
<td>e) Me whakaatu i te tōtika o te whakahaerenga o te taito akoranga, e kīte ai te haumarutanga ā-tinana, ā-papori, ā-ahurea, ā-whatumanawa</td>
<td>e) Demonstrate effective management of the learning setting which is physically, socially, culturally and emotionally safe.</td>
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<td>f) Me hanga tētahi taito e tae a ia ākonga te tū pakari i runga o tōna tuakiritanga, o tōna reo me tōna ahurea, ā, he iwi whenua i Aotearoa kākano rua, kākano tīni</td>
<td>f) Create an environment where learners can be confident in their identity, language and culture and as citizens in bicultural and multi-cultural Aotearoa / New Zealand.</td>
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<td></td>
<td>g) Me whakatutuki i ngā whakaritetanga ā-ture, ā-ngāiotanga.</td>
<td>g) Meet relevant regulatory, statutory and professional requirements.</td>
</tr>
</tbody>
</table>
## NGĀ TAUIRA PAEREWA NGAIOTANGA - STANDARDS FOR THE TEACHING PROFESSION

<table>
<thead>
<tr>
<th>Te Paearu</th>
<th>Criteria</th>
<th>Ngā Tohu (he tauira)</th>
<th>Indicators (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Te whakahoahoa akoranga</strong>&lt;br&gt;Me whakamahere i ngā mahi akoranga i runga o te mātauranga ngaiotanga, o ngā kōrero aromatawai, ā, me te mārama ki ngā pūmanawa, ki ngā hiahia, ki ngā matea, ki te tuakiritanga, ki te reo me te ahurea o ia ākonga.</td>
<td><strong>Design for learning</strong>&lt;br&gt;Design learning based on professional knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identity, language and cultures.</td>
<td>a) Me kohi, me tātari, ā, ka whakamahi i ngā kōrero aromatawai tōtika, hei tātū i te haere whakamua me ngā matea ako o ngā ākonga, kia mārama ai te whakahoahoa i ngā huarahi akoranga whai muri&lt;br&gt;b) Me kōwhiri i ngā āhuatanga whakaako, i ngā rauemi, ā, me ngā mahi akoranga (aromatawai), i runga o te mātatau ki ngā kaupapa marautanga me ngā mahi whakaakoaranga&lt;br&gt;c) Me whakahoahoa/me whakamahere ko ngā āhuatanga e whakaata ana i te hononga kākano rua i Aotearoa nei, me te hapori ā-rohe&lt;br&gt;d) Me whakahoahoa / me whakamahere i ngā huarahi e whakaatu ana i te mōhio me te mārama ki ngā whakaawenga paporangi, whakaawenga ahurea ka pā ki te akoranga&lt;br&gt;e) Me mōhio ki ngā kaupapa here me ngā kaupapa matua ā-motu.</td>
<td>a) Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning.&lt;br&gt;b) Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content and pedagogy.&lt;br&gt;c) Design and plan approaches which reflect the bicultural partnership in Aotearoa New Zealand and the local community.&lt;br&gt;d) Design and plan approaches which demonstrate knowledge and understanding of social and cultural influences on learning.&lt;br&gt;e) Be informed by national policies and priorities.</td>
</tr>
</tbody>
</table>
### NGĀ TAUIRA PAEREWA NGAIO TANGA - STANDARDS FOR THE TEACHING PROFESSION

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</thead>
<tbody>
<tr>
<td>Te whakaaronga</td>
<td>Teaching</td>
<td>a) Me whakamahi i te whānuitanga o ngā tūmomo rautaki, huarahi whakaakoranga, wheako akoranga, ngā rautaki hangarau me ngā rautaki aromatawai</td>
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<td>b) Me whakarato i te whai wāhi me te tautoko kia taea ai e ngā ākonga te whai, te whakamahi me te whakahāngai i ngā akoranga hou ki ngā horopaki rerekē, ā, me te kite i te whai pānga o ēnei ki ngā ākonga o mua</td>
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<td>c) Kia taea e ngā ākonga te mahi ngātahi, ā, me te āta whakarite i ā rātou mahi akoranga, me te whanake i tō rātou haepapatanga ki te ako</td>
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<td>d) Me whakarerekē i ngā āhuatanga whakaako kia taea ai te whakatau i ngā matea o te ākonga takitahi me ngā rōpū ākonga</td>
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<td>e) Me whakamahi i ngā kōrero aromatawai kia taea ai te whakahoki kupu kōrero i ia te wā, me te tautoko i te ākonga ki te whakamahi i ēnei mōhiotanga hei ārahi i āna mahi akoranga whai muri</td>
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<td>f) Kia taea e ngā ākonga te whai māramatanga me te ātātu i te mana ahurei o te tangata whenua i Aotearoa.</td>
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</tbody>
</table>

a) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment strategies

b) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning
c) Enable learners to collaborate and self-regulate their learning, and develop agency
d) Modify teaching approaches to address the needs of individuals and groups of learners
e) Give regular and ongoing feedback and assessment information to learners and support them to use this information to guide further learning
f) Enable learners to understand and recognize the unique status of tangata whenua in Aotearoa New Zealand.