The Practising Teacher Criteria describe the criteria for quality teaching that are to be met by all fully certificated teachers in Aotearoa New Zealand. The Practising Teacher Criteria recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for diverse education settings. The Criteria and indicators should be viewed as inter-dependent and overlapping.

**OVERARCHING STATEMENTS**

1. Teachers play a critical role in enabling the educational achievement of all ākonga/learners.

2. The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.

3. In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.

4. In Aotearoa New Zealand, the Code of Ethics/Ngā Tikanga Māoritanga commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

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**CRITERIA AND KEY INDICATORS**

**Professional relationships and professional values**

Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

**Fully certificated teachers:**

**CRITERIA**

1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga

2. demonstrate commitment to promoting the well-being of ākonga

3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand

4. demonstrate commitment to ongoing professional learning and development of personal professional practice

5. show leadership that contributes to effective teaching and learning

**KEY INDICATORS**

1. i. engage in ethical, respectful, positive and collaborative professional relationships with:
   - ākonga
   - teaching colleagues, support staff and other professionals
   - whānau and other carers of ākonga
   - agencies, groups and individuals in the community

2. i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe
   ii. acknowledge and respect the languages, heritages and cultures of all ākonga
   iii. comply with relevant regulatory and statutory requirements

3. i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi

4. i. identify professional learning goals in consultation with colleagues
   ii. participate responsibly in professional learning opportunities within the learning community
   iii. initiate learning opportunities to advance personal professional knowledge and skills

5. i. actively contribute to the professional learning community
   ii. undertake areas of responsibility effectively

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**Professional knowledge in practice**

Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

**Fully certificated teachers:**

**CRITERIA**

6. conceptualise, plan and implement an appropriate learning programme

7. promote a collaborative, inclusive and supportive learning environment

8. demonstrate in practice their knowledge and understanding of how ākonga learn

9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga

10. work effectively within the bicultural context of Aotearoa New Zealand

**KEY INDICATORS**

6. i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice
   ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents

7. i. demonstrate effective management of the learning setting that incorporates successful strategies to engage and motivate ākonga
   ii. foster trust, respect and cooperation with and among ākonga

8. i. enable ākonga to make connections between their prior experiences and learning and their current learning activities
   ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts
   iii. encourage ākonga to take responsibility for their own learning and behaviour
   iv. assist ākonga to think critically about information and ideas and to reflect on their learning

9. i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multi-cultural contexts of learning in Aotearoa New Zealand
   ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga
   iii. modify teaching approaches to address the needs of individuals and groups of ākonga

10. i. practice and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context
    ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning

**CRITERIA AND KEY INDICATORS**

**Multicultural contexts**

In Aotearoa New Zealand, there is an expectation of teaching in contexts that are inclusive and effective for diverse ākonga. The criteria relevant to multicultural contexts are:

**Fully certificated teachers:**

**CRITERIA**

11. analyse and appropriately use assessment information that has been gathered formally and informally

12. use critical inquiry and problem-solving effectively in their professional practice

**KEY INDICATORS**

11. i. analyse assessment information to identify progress and ongoing learning needs of ākonga
   ii. use assessment information to give regular and ongoing feedback to guide and support further learning
   iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching
   iv. communicate assessment and achievement information to relevant members of the learning community
   v. foster involvement of whānau in the collection and use of information about the learning of ākonga

12. i. systematically and critically engage with evidence and professional literature to reflect on and refine practice
    ii. respond professionally to feedback from members of their learning community
    iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga