<table>
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<th>STANDARD</th>
<th>ELABORATION OF THE STANDARD</th>
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| Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. | • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.  
• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
• Practise and develop the use of te reo and tikanga Māori. |
| Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. | • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.  
• Engage in professional learning and adaptively apply this learning in practice.  
• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.  
• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | • Engage in reciprocal, collaborative learning-focused relationships with:  
  - learners, family and whānau  
  - teaching colleagues, support staff and other professionals  
  - agencies, groups and individuals in the community.  
• Communicate effectively with others.  
• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.  
• Communicate clear and accurate assessment for learning and achievement information. |
| Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. | Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.  
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.  
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.  
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.  
- Meet relevant regulatory, statutory and professional requirements. |
| Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. | Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.  
- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  
- Design learning informed by national policies and priorities. |
| Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.  
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.  
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.  
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |