

# **Standards for the Teaching Profession 2018**

## **1. Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.**

- Understand and recognise 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.

## **2. Professional learning: 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.

## **3. Professional relationships: relationships and behaviours focused on the learning and wellbeing of each learner.**

- Engage in reciprocal, collaborative learning-focused relationships with:
  - Learners, families 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.

## **4. Learning-focused culture: 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.

**5. 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.**

- 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 that 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 that is informed by national policies and priorities.

**6. Teaching: 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, and 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 that 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.