

Registered Teacher Criteria		National Professional Standards Beginning Teachers KTCA
Criteria	Key Indicators	
1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community 	Communication: <ul style="list-style-type: none"> ▪ demonstrate skills for effective communication (See also RTC 11) Support for and Cooperation with colleagues <ul style="list-style-type: none"> ▪ cooperate with and seek support from colleagues (See also RTC 4)
2. demonstrate commitment to promote the well-being of all ākonga	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	Learning Environment: Learning Environment <ul style="list-style-type: none"> ▪ create and maintain a safe environment that is conducive to learning Learning Environment: Respect & Understanding <ul style="list-style-type: none"> ▪ establish positive relationships with children that respect their individuality culture and their place in community Kindergarten Administration <ul style="list-style-type: none"> ▪ develop sound knowledge and skills with support in relation to Association administrative requirements
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	Learning and Teaching: Treaty Of Waitangi <ul style="list-style-type: none"> ▪ demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Maori (also RTC 10)
4. demonstrate commitment to ongoing professional learning and development of personal professional practice	i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills	Support for and Cooperation with colleagues <ul style="list-style-type: none"> ▪ cooperate with and seek support from colleagues (also RTC 1)
5. show leadership that contributes to effective teaching and learning	i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	Contribution to wider kindergarten operations <ul style="list-style-type: none"> ▪ to be involved in activities that contribute to the life of the kindergarten
6. conceptualise, plan and implement an appropriate learning programme	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	Learning & Teaching: Understanding Te Whariki <ul style="list-style-type: none"> ▪ have a sound knowledge of Te Whariki and current learning teaching and assessment theories(also RTC 11)
7. promote a collaborative, supportive and effective learning environment	i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with and among ākonga	Learning Environment: Positive Guidance <ul style="list-style-type: none"> ▪ demonstrate an understanding of positive guidance strategies Learning Environment: Expectations <ul style="list-style-type: none"> ▪ establish expectations that value and promote learning

<p>8. demonstrate in practice their knowledge and understanding of how ākongā learn</p>	<ul style="list-style-type: none"> i. enable ākongā to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts iii. encourage ākongā to take responsibility for their own learning and behavior iv. assist ākongā to think critically about information and ideas and to reflect on their learning 	<p>Learning & Teaching: Planning, Assessment Evaluation</p> <ul style="list-style-type: none"> ▪ plans assesses and evaluates programmes based on children’s strengths and interests with reflection on teaching and learning (also RTC 11) <p>Learning and Teaching: Implementing Te Whariki</p> <ul style="list-style-type: none"> ▪ supports children to take an increasing role in their learning and care <p>Learning Environment: Engaging Children</p> <ul style="list-style-type: none"> ▪ develop effective practices in engagement of children’s learning
<p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā</p>	<ul style="list-style-type: none"> i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse ākongā iii. modify teaching approaches to address the needs of individuals and groups of ākongā 	<p>Learning and Teaching: Teaching & Learning strategies</p> <ul style="list-style-type: none"> ▪ demonstrates flexibility and responsiveness ▪ provides encouragement, warmth, and acceptance along with challenges for creative and complex thinking
<p>10. work effectively within the bicultural context of Aotearoa New Zealand</p>	<ul style="list-style-type: none"> i. practise 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 ākongā Māori, displaying high expectations for their learning 	<p>Learning and Teaching: Treaty Of Waitangi</p> <ul style="list-style-type: none"> ▪ demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Maori (See also RTC 3)
<p>11. analyse and appropriately use assessment information, which has been gathered formally and informally</p>	<ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of ākongā 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 ākongā 	<p>Learning and Teaching: Understanding Te Whariki</p> <ul style="list-style-type: none"> ▪ have a sound knowledge of Te Whariki and current learning teaching and assessment theories (See also RTC 6) <p>Learning and Teaching: Planning, Assessment & Evaluation</p> <ul style="list-style-type: none"> ▪ plans assesses and evaluates programmes based on children’s strengths and interests with reflection on teaching and learning (See also RTC 8) <p>Communication:</p> <ul style="list-style-type: none"> ▪ demonstrate skills for effective communication (See also RTC 1)
<p>12. demonstrate commitment to critical inquiry and problem-solving in their professional practice</p>	<ul style="list-style-type: none"> i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from other members of the learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā. 	