

Registered Teacher Criteria		Professional Standards ASTCA Experienced Classroom Teachers
Criteria	Key Indicators	
1. <b>establish and maintain effective professional relationships focused on the learning and well-being of ākonga</b>	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• ākonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other careers of ākonga</li> <li>• agencies, groups and individuals in the community</li> </ul>	<b>Effective Communication</b> <ul style="list-style-type: none"> <li>▪ communicating effectively with students (also RTC 8+11)</li> </ul> <b>Support for and Co-operation with Colleagues</b> <ul style="list-style-type: none"> <li>▪ encouraging and fostering effective working relationships with and between others</li> </ul>
2. <b>demonstrate commitment to promote the well-being of all ākonga</b>	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. <b>demonstrate commitment to bicultural partnership in Aotearoa New Zealand</b>	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ further developing understandings of the Treaty of Waitangi (also RTC 10)</li> </ul> <b>Te Reo me ona Tikanga</b> <ul style="list-style-type: none"> <li>▪ the appropriate and accurate use of Te Reo Maori (also RTC 10)</li> <li>▪ the adoption of Maori protocols where appropriate (also RT10)</li> </ul>
4. <b>demonstrate commitment to ongoing professional learning and development of personal professional practice</b>	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	<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ further developing their own knowledge and skills</li> <li>▪ encouraging and assisting colleagues in professional development</li> </ul> <b>Support for and Co-operation with Colleagues</b> <ul style="list-style-type: none"> <li>▪ providing support and assistance to colleagues where appropriate</li> </ul>
5. <b>show leadership that contributes to effective teaching and learning</b>	i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	<b>Effective Communication</b> <ul style="list-style-type: none"> <li>▪ inter-staff communications</li> </ul> <b>Contribution to Wider School Activities</b> <ul style="list-style-type: none"> <li>▪ contribute towards the effective functioning of the total school operation, including the school's relationship with parents and the wider community</li> </ul>
6. <b>conceptualise, plan and implement an appropriate learning programme</b>	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	<b>Professional Knowledge</b> <ul style="list-style-type: none"> <li>▪ curricula relevant to their teaching specialty(ies)</li> <li>▪ learning and assessment theory and developments (also RTC 11)</li> </ul> <b>Teaching Techniques</b> <ul style="list-style-type: none"> <li>▪ the development and practice of teaching programmes and resources, learning activities and assessment regimes (also 8+9)</li> </ul>
7. <b>promote a collaborative, supportive and effective learning environment</b>	i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with	<b>Student management</b> <ul style="list-style-type: none"> <li>▪ the development and maintenance of environments which enhance learning by recognizing and catering for the learning needs of a diversity of students (also RTC 9)</li> </ul>

	and among ākonga	<ul style="list-style-type: none"> <li>▪ managing student behavior effectively</li> </ul> <b>Motivation of students</b> <ul style="list-style-type: none"> <li>▪ encouraging positive school-wide engagement in learning</li> <li>▪ fostering and practicing cultures of learning and achievement</li> </ul>
<b>8. demonstrate in practice their knowledge and understanding of how ākonga learn</b>	<ul style="list-style-type: none"> <li>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</li> <li>ii. provide opportunities and support for ākonga to engage with, practice and apply new learning to different contexts</li> <li>iii. encourage ākonga to take responsibility for their own learning and behavior</li> <li>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</li> </ul>	<b>Teaching Techniques</b> <ul style="list-style-type: none"> <li>▪ the development and practice of teaching programmes and resources, learning activities and assessment regimes (also 6+9)</li> <li>▪ highly effective teaching techniques (also RTC 9)</li> </ul> <b>Effective Communication</b> <ul style="list-style-type: none"> <li>▪ communicating effectively with students (also RTC 1,11)</li> </ul>
<b>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</b>	<ul style="list-style-type: none"> <li>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</li> <li>ii. select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse ākonga</li> <li>iii. modify teaching approaches to address the needs of individuals and groups of ākonga</li> </ul>	<b>Teaching Techniques</b> <ul style="list-style-type: none"> <li>▪ the development and practice of teaching programmes and resources, learning activities and assessment regimes (also 6+8)</li> <li>▪ highly effective teaching techniques (also RTC 8)</li> </ul> <b>Student Management</b> <ul style="list-style-type: none"> <li>▪ the development and maintenance of environments which enhance learning by recognizing and catering for the learning needs of a diversity of students (also RTC 7)</li> </ul>
<b>10. work effectively within the bicultural context of Aotearoa New Zealand</b>	<ul style="list-style-type: none"> <li>i. practice and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</li> <li>ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</li> </ul>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ further developing understandings of the Treaty of Waitangi (also RTC 3)</li> </ul> <b>Te Reo me ona Tikanga</b> <ul style="list-style-type: none"> <li>▪ the appropriate and accurate use of Te Reo Maori (also RTC 3)</li> <li>▪ the adoption of Maori protocols where appropriate (also RTC3)</li> </ul>
<b>11. analyse and appropriately use assessment information, which has been gathered formally and informally</b>	<ul style="list-style-type: none"> <li>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</li> <li>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</li> <li>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li> <li>iv. communicate assessment and achievement information to relevant members of the learning community</li> <li>v. foster involvement of whānau in the collection and use of information about the learning of ākonga</li> </ul>	<b>Professional Knowledge</b> <ul style="list-style-type: none"> <li>▪ learning and assessment theory and developments (also RTC 6)</li> </ul> <b>Effective Communication</b> <ul style="list-style-type: none"> <li>▪ communicating effectively with students (also RTC 1+8)</li> <li>▪ reporting on student achievement to students, families, whanau and caregivers (also RTC 8)</li> </ul>
<b>12. demonstrate commitment to critical inquiry and problem-solving in their professional practice</b>	<ul style="list-style-type: none"> <li>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</li> <li>ii. respond professionally to feedback from other members of the learning community</li> <li>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</li> </ul>	<b>Professional Knowledge</b> <ul style="list-style-type: none"> <li>▪ the current issues and initiatives in education, including Maori education</li> </ul> <b>Teaching Techniques</b> <ul style="list-style-type: none"> <li>▪ evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes</li> </ul>