

Registered Teacher Criteria		National Professional Standards Fully Registered 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"> <li>• ākonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other carers of ākonga</li> <li>• agencies, groups and individuals in the community</li> </ul>	<b>Communication:</b> <ul style="list-style-type: none"> <li>▪ communicate effectively with children, colleagues, family/whanau and caregivers</li> <li>▪ displays ethical and responsible behaviour</li> <li>▪ involve parents/whanau in the kindergarten programme (also RTC 11)</li> </ul> <b>Support for and Cooperation with colleagues</b> <ul style="list-style-type: none"> <li>▪ establish and maintain effective working relationships with colleagues</li> </ul>
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	<b>Learning Environment: Respect &amp; Understanding</b> <ul style="list-style-type: none"> <li>▪ maintain and promote positive relationships with children that respect their individuality culture and their place in community</li> </ul> <b>Kindergarten Administration</b> <ul style="list-style-type: none"> <li>▪ maintain accurate records in relation to Association administrative requirements</li> </ul>
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	<b>Learning &amp; Teaching: Treaty Of Waitangi</b> <ul style="list-style-type: none"> <li>▪ demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori (See also RTC 10)</li> </ul>
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	<b>Support for and Cooperation with colleagues</b> <ul style="list-style-type: none"> <li>▪ encourage others to participate in professional development</li> </ul>
5. show leadership that contributes to effective teaching and learning	i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	<b>Learning &amp; Teaching: Learning, Teaching and Assessment theory</b> <ul style="list-style-type: none"> <li>▪ demonstrate and discuss developments in current learning teaching theories (also RTC 12)</li> </ul> <b>Contribution to wider kindergarten operations</b> <ul style="list-style-type: none"> <li>▪ contribute to the life of the kindergarten, its community and the Association</li> </ul>
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	<b>Learning &amp; Teaching: Understanding Te Whāriki</b> <ul style="list-style-type: none"> <li>▪ are competent in the content of Te Whāriki</li> </ul>
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	<b>Learning Environment: Positive Guidance</b> <ul style="list-style-type: none"> <li>▪ demonstrate effective positive guidance strategies</li> </ul> <b>Learning Environment: Expectations</b> <ul style="list-style-type: none"> <li>▪ establish high expectations that value and promote learning</li> </ul>
8. demonstrate in practice their knowledge and understanding	i. enable ākonga to make connections between their prior experiences and	<b>Learning Environment: Engaging Children</b>

<p><b>of how ākongā learn</b></p>	<p>learning and their current learning activities</p> <ul style="list-style-type: none"> <li>ii. provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts</li> <li>iii. encourage ākongā to take responsibility for their own learning and behavior</li> <li>iv. assist ākongā to think critically about information and ideas and to reflect on their learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ develop competent practices in facilitating children’s engagement in learning</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>▪ provides regular feedback that contributes to the child’s learning pathway</li> </ul> <p><b>Learning &amp; Teaching: Implementing Te Whariki</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whariki (See also RTC 9 and 11)</li> </ul>
<p><b>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā</b></p>	<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 ākongā</li> <li>iii. modify teaching approaches to address the needs of individuals and groups of ākongā</li> </ul>	<p><b>Learning and Teaching: Teaching &amp; Learning strategies</b></p> <ul style="list-style-type: none"> <li>▪ evaluate and reflect on teaching and learning with a view to improvement (See also RTC 12)</li> </ul> <p><b>Learning &amp; Teaching: Implementing Te Whariki</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whariki (See also RTC 8 and 11)</li> </ul>
<p><b>10. work effectively within the bicultural context of Aotearoa New Zealand</b></p>	<ul style="list-style-type: none"> <li>i. practise 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 ākongā Māori, displaying high expectations for their learning</li> </ul>	<p><b>Learning &amp; Teaching: Treaty Of Waitangi</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori ( also RTC 3)</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>▪ communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand</li> </ul>
<p><b>11. analyse and appropriately use assessment information, which has been gathered formally and informally</b></p>	<ul style="list-style-type: none"> <li>i. analyse assessment information to identify progress and ongoing learning needs of ākongā</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 ākongā</li> </ul>	<p><b>Learning &amp; Teaching: Implementing Te Whariki</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whariki (See also RTC 8and 9)</li> </ul> <p><b>Learning and Teaching: Planning, Assessment &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ utilises assessment as a conscious practice of noticing, recognising and supporting documentation</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>▪ provide regular feedback that contributes to the child’s learning pathway</li> <li>▪ involve parents/whanau in the kindergarten programme (also RTC 1)</li> </ul>
<p><b>12. demonstrate commitment to critical inquiry and problem-solving in their professional practice</b></p>	<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 ākongā</li> </ul>	<p><b>Learning and Teaching: Teaching &amp; Learning strategies</b></p> <ul style="list-style-type: none"> <li>▪ evaluate and reflect on teaching and learning with a view to improvement (See also RTC 9)</li> </ul> <p><b>Learning &amp; Teaching: Learning, Teaching and Assessment theory</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate and discuss developments in current learning teaching theories (See also RTC 5)</li> </ul>