<table>
<thead>
<tr>
<th>Criteria</th>
<th>Key Indicators</th>
<th>Interim Professional Standards</th>
<th>Fully Registered Teachers PTCA</th>
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<tbody>
<tr>
<td>1. <strong>establish and maintain effective professional relationships focused on the learning and well-being of ākonga</strong></td>
<td>i. engage in ethical, respectful, positive and collaborative professional relationships with: • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community</td>
<td><strong>Communication</strong>  ▪ communicate with families, whanau and caregivers (also RTC 11) ▪ Share information with colleagues (also RTC 11) <strong>Support for and co-operation with colleagues</strong>  ▪ establish and maintain effective working relationships with colleagues</td>
<td><strong>Classroom management</strong>  ▪ establish good relationships with students and respect their individual needs and cultural backgrounds (also RTC 9) ▪ Organize a safe physical environment</td>
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<td>2. <strong>demonstrate commitment to promote the well-being of all ākonga</strong></td>
<td>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</td>
<td><strong>Professional Knowledge</strong>  ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (also RTC 10)</td>
<td><strong>Professional Knowledge</strong>  ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (also RTC 10) <strong>Support for and co-operation with colleagues</strong>  ▪ encourage others and participate in professional development</td>
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<td>3. <strong>demonstrate commitment to bicultural partnership in Aotearoa New Zealand</strong></td>
<td>i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</td>
<td><strong>Contribution to wider school activities</strong>  ▪ contribute to the life of the school</td>
<td><strong>Contribution to wider school activities</strong>  ▪ contribute to the life of the school <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 8, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 8, 11) <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 8, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 8, 11)</td>
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<td>4. <strong>demonstrate commitment to ongoing professional learning and development of personal professional practice</strong></td>
<td>i. identify professional learning goals in consultation with colleagues ii. participate responsibly in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills</td>
<td><strong>Professional Knowledge</strong>  ▪ keep informed of developments in curriculum and learning theory (RTC 12) <strong>Support for and co-operation with colleagues</strong>  ▪ encourage others and participate in professional development</td>
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<td>5. <strong>show leadership that contributes to effective teaching and learning</strong></td>
<td>i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively</td>
<td><strong>Motivation of students</strong>  ▪ establish high expectations that value and promote learning (also RTC 8, 10) <strong>Classroom management</strong>  ▪ manage student behaviour positively  ▪ create an environment of respect and understanding ▪ provide and maintain a purposeful working atmosphere</td>
<td><strong>Motivation of students</strong>  ▪ establish high expectations that value and promote learning (also RTC 8, 10) <strong>Classroom management</strong>  ▪ manage student behaviour positively  ▪ create an environment of respect and understanding ▪ provide and maintain a purposeful working atmosphere <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11) <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11) <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11)</td>
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<td>6. <strong>conceptualise, plan and implement an appropriate learning programme</strong></td>
<td>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</td>
<td><strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 8, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 8, 11)</td>
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<td>7. <strong>promote a collaborative, supportive and effective learning environment</strong></td>
<td>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</td>
<td><strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11)</td>
<td><strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11)</td>
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<td>8. <strong>demonstrate in practice their knowledge and understanding of how ākonga learn</strong></td>
<td>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behavior iv. assist ākonga to think critically about information</td>
<td><strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11)</td>
<td><strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11) <strong>Professional Knowledge</strong>  ▪ are competent in the content of relevant curriculum (also RTC 6, 11) <strong>Teaching Techniques</strong>  ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11)</td>
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| 9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga | 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 ākonga  
iii. modify teaching approaches to address the needs of individuals and groups of ākonga | Teaching Techniques | demonstrate a range of effective teaching techniques (also RTC 8)  
ii. demonstrate flexibility and responsiveness (also RTC 8)  
iii. use appropriate technology and resources (also RTC 8)  
iv. provide feedback to students (RTC 11) 
Motivation of students | recognize and support diversity amongst individuals and groups  
establish high expectations that value and promote learning (RTC 7, 8) 
Communication | communicate clearly and accurately in either or both of official languages of NZ | 
| 10. work effectively within the bicultural context of Aotearoa New Zealand | 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 ākonga Māori, displaying high expectations for their learning | Professional Knowledge | demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (RTC 3)  
ii. demonstrate high expectations that value and promote learning (RTC 7, 8) 
Communication | communicate clearly and accurately in either or both of official languages of NZ | 
| 11. analyse and appropriately use assessment information, which has been gathered formally and informally | i. analyse assessment information to identify progress and ongoing learning needs of ākonga  
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 ākonga | Professional Knowledge | are competent in the content of relevant curriculum (RTC 6, 8)  
Teaching Techniques | use appropriate teaching objectives, programmes, learning activities, and assessment (RTC 6, 8)  
Communication | provide feedback to students (RTC 8)  
communicate with families, whanau and caregivers (RTC 1)  
share information with colleagues (RTC 1) | 
| 12. demonstrate commitment to critical inquiry and problem-solving in their professional practice | 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 ākonga | Professional Knowledge | keep informed of developments in curriculum and learning theory (RTC 4)  
Teaching Techniques | reflect on teaching with a view to improvement |