

Registered Teacher Criteria		Interim Professional Standards Fully Registered Teachers PTCA
Criteria	Key Indicators	
1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga	<ul style="list-style-type: none"> 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"> ▪ communicate with families, whanau and caregivers (also RTC 11) ▪ Share information with colleagues (also RTC 11) Support for and co-operation with colleagues <ul style="list-style-type: none"> ▪ establish and maintain effective working relationships with colleagues
2. demonstrate commitment to promote the well-being of all ākonga	<ul style="list-style-type: none"> 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 	Classroom management <ul style="list-style-type: none"> ▪ establish good relationships with students and respect their individual needs and cultural backgrounds (also RTC 9) ▪ Organize a safe physical environment
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	<ul style="list-style-type: none"> i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi 	Professional Knowledge <ul style="list-style-type: none"> ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (also RTC 10)
4. demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> 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 	Professional Knowledge <ul style="list-style-type: none"> ▪ keep informed of developments in curriculum and learning theory (RTC 12) Support for and co-operation with colleagues <ul style="list-style-type: none"> ▪ encourage others and participate in professional development
5. show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively 	Contribution to wider school activities <ul style="list-style-type: none"> ▪ contribute to the life of the school
6. conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> 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 	Professional Knowledge <ul style="list-style-type: none"> ▪ are competent in the content of relevant curriculum (also RTC 8, 11) Teaching Techniques <ul style="list-style-type: none"> ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 8, 11)
7. promote a collaborative, supportive and effective learning environment	<ul style="list-style-type: none"> 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 	Motivation of students <ul style="list-style-type: none"> ▪ establish high expectations that value and promote learning (also RTC 8, 10) Classroom management <ul style="list-style-type: none"> ▪ manage student behaviour positively ▪ create an environment of respect and understanding ▪ provide and maintain a purposeful working atmosphere
8. demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> 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 	Professional Knowledge <ul style="list-style-type: none"> ▪ are competent in the content of relevant curriculum (also RTC 6, 11) Teaching Techniques <ul style="list-style-type: none"> ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6, 11) ▪ demonstrate flexibility and responsiveness (also RTC 9)

	and ideas and to reflect on their learning	<ul style="list-style-type: none"> ▪ demonstrate a range of effective teaching techniques (also RTC 9) ▪ impart subject content effectively ▪ use appropriate technology and resources (also RTC 9) <p>Motivation of students</p> <ul style="list-style-type: none"> ▪ engage students in learning (RTC 9) ▪ establish high expectations that value and promote learning (also RTC 7, 10) <p>Communication</p> <ul style="list-style-type: none"> ▪ provide feedback to students (RTC 11)
9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<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 ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga 	<p>Teaching Techniques</p> <ul style="list-style-type: none"> ▪ demonstrate a range of effective teaching techniques (also RTC 8) ▪ demonstrate flexibility and responsiveness (also RTC 8) ▪ use appropriate technology and resources (also RTC 8) <p>Motivation of students</p> <ul style="list-style-type: none"> ▪ recognise and support diversity amongst individuals and groups ▪ engage students in learning (RTC 8) <p>Classroom management</p> <ul style="list-style-type: none"> ▪ establish good relationships with students and respect their individual needs and cultural backgrounds (Also RTC 2)
10. work effectively within the bicultural context of Aotearoa New Zealand	<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 ākonga Māori, displaying high expectations for their learning 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga (also RTC 3) <p>Motivation of students</p> <ul style="list-style-type: none"> ▪ establish high expectations that value and promote learning (also RTC 7, 8) <p>Communication</p> <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> 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 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> ▪ are competent in the content of relevant curriculum (also RTC 6, 8) <p>Teaching Techniques</p> <ul style="list-style-type: none"> ▪ use appropriate teaching objectives, programmes, learning activities, and assessment (also RTC 6,8) <p>Communication</p> <ul style="list-style-type: none"> ▪ provide feedback to students (RTC 8) ▪ communicate with families, whanau and caregivers (also RTC 1) ▪ share information with colleagues (RTC 1)
12. demonstrate commitment to critical inquiry and problem-solving in their professional practice	<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 ākonga 	<p>Professional Knowledge</p> <ul style="list-style-type: none"> ▪ keep informed of developments in curriculum and learning theory(also RTC 4) <p>Teaching Techniques</p> <ul style="list-style-type: none"> ▪ reflect on teaching with a view to improvement