

| Registered Teacher Criteria | | Professional Standards for Primary Principals PPCA |
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| 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 | Culture <ul style="list-style-type: none"> ▪ Model respect for others in interactions with adults and students ▪ Manage conflict and other challenging situations and effectively and actively work to achieve solutions.(also RTC 7) Partnerships and networks <ul style="list-style-type: none"> ▪ Work with the Board to facilitate strategic decision making.(also RTC 5) ▪ Actively foster relationships with the school's community and local iwi. (also RTC 3) ▪ Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. ▪ Interact regularly with parents and the school community on student progress and other school related matters. (also RTC 11) ▪ Actively foster relationships with other schools and participate in appropriate school networks |
| 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 | Culture <ul style="list-style-type: none"> ▪ Maintain a safe, learning-focused environment. ▪ Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. (also RTC 7,9) Systems <ul style="list-style-type: none"> ▪ Operate within board policy and in accordance with legislative requirements (See also RTC 5) ▪ Effectively manage and administer finance, property and health and safety systems |
| 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 | Culture <ul style="list-style-type: none"> ▪ Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. Partnerships and networks <ul style="list-style-type: none"> ▪ Actively foster relationships with the school's community and local iwi. RTC1 |
| 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 | Culture <ul style="list-style-type: none"> ▪ Demonstrate leadership through participating in professional learning Pedagogy <ul style="list-style-type: none"> ▪ Promote, participate in and support ongoing professional learning linked to student progress (See also RTC 5) ▪ Ensure staff members engage in professional learning to establish and sustain effective |

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| | | <p>teacher / learner relationships with all students, with a particular focus on Māori students</p> <ul style="list-style-type: none"> ▪ Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice |
| <p>5. show leadership that contributes to effective teaching and learning</p> | <p>i. actively contribute to the professional learning community</p> <p>ii. undertake areas of responsibility effectively</p> | <p>Culture</p> <ul style="list-style-type: none"> ▪ In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. ▪ Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Promote, participate in and support ongoing professional learning linked to student progress. (See also RTC 4) ▪ Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. (also RTC 8) ▪ Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. (See also RTC 5) <p>Systems</p> <ul style="list-style-type: none"> ▪ Exhibit leadership that results in the effective day to-day operation of the school. ▪ Operate within board policy and in accordance with legislative requirements. (See also RTC 2) ▪ Provide the Board with timely and accurate information and advice on student learning and school operation. (See also RTC11) ▪ Effectively manage and administer finance, property and health and safety systems. ▪ Effectively manage personnel with a focus on maximising the effectiveness of all staff members. ▪ Prioritise resource allocation on the basis of the school's annual and strategic objectives <p>Partnerships and networks</p> <ul style="list-style-type: none"> ▪ Work with the Board to facilitate strategic decision-making |
| <p>6. conceptualise, plan and implement an appropriate learning programme</p> | <p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p> | <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. (See also RTC 5) ▪ Ensure that the review and design of school programmes is informed by school-based and other evidence. (See also RTC 9,12) <p>Systems</p> <ul style="list-style-type: none"> ▪ Use school / external evidence to inform planning for future action, monitor progress and manage change (See also RTC 12) |
| <p>7. promote a collaborative, supportive and effective learning environment</p> | <p>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and</p> | <p>Culture</p> <ul style="list-style-type: none"> ▪ Promote an inclusive environment in which the diversity and prior experiences of students are |

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| | <p>motivate ākonga</p> <p>ii. foster trust, respect and cooperation with and among ākonga</p> | <p>acknowledged and respected. (See also RTC 2, 9)</p> <ul style="list-style-type: none"> ▪ Manage conflict and other challenging situations and effectively and actively work to achieve solutions (See also RTC 1) |
| <p>8. demonstrate in practice their knowledge and understanding of how ākonga learn</p> | <p>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</p> <p>iii. encourage ākonga to take responsibility for their own learning and behavior</p> <p>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</p> | <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. (See also RTC 5) |
| <p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p> | <p>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</p> <p>ii. select teaching approaches, resources, technologies and learning and assessment activities that are effective for diverse ākonga</p> <p>iii. modify teaching approaches to address the needs of individuals and groups of ākonga</p> | <p>Culture</p> <ul style="list-style-type: none"> ▪ Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. (See also RTC 2,7) <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Ensure that the review and design of school programmes is informed by school-based and other evidence (See also RTC 6) |
| <p>10. work effectively within the bicultural context of Aotearoa New Zealand</p> | <p>i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p> | <p>Culture</p> <ul style="list-style-type: none"> ▪ Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. (See also RTC 3) <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students (See also RTC 11) |
| <p>11. analyse and appropriately use assessment information, which has been gathered formally and informally</p> | <p>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iv. communicate assessment and achievement information to relevant members of the learning community</p> <p>v. foster involvement of whānau in the collection and use of information about the learning of ākonga</p> | <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students (See also RTC 10) <p>Systems</p> <ul style="list-style-type: none"> ▪ Provide the Board with timely and accurate information and advice on student learning and school operation. (See also RTC 5) <p>Partnerships and networks</p> <ul style="list-style-type: none"> ▪ Interact regularly with parents and the school community on student progress and other school related matters. (See also RTC 1) |
| <p>12. demonstrate commitment to critical inquiry and problem-solving in their professional practice</p> | <p>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>ii. respond professionally to feedback from other members of the learning community</p> <p>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p> | <p>Pedagogy</p> <ul style="list-style-type: none"> ▪ Ensure that the review and design of school programmes is informed by school-based and other evidence (See also RTC 6,9) <p>Systems</p> <ul style="list-style-type: none"> ▪ Use school / external evidence to inform planning for future action, monitor progress and manage change. (See also RTC 6) |