

Schedule 3
Interim Framework of Professional Standards for Teachers – 1 February 1998

	Beginning Teachers	Fully Registered Teachers	Experienced Teachers
Dimensions		As well as demonstrating the standards for beginning teachers, fully registered teachers:	As well as demonstrating the standards for fully registered teachers, experienced teachers:
Professional knowledge <ul style="list-style-type: none"> ▪ curriculum ▪ Treaty of Waitangi ▪ learning and assessment theory 	<ul style="list-style-type: none"> ▪ have a sound knowledge of curriculum, learning and assessment theory ▪ understand the implications of the Treaty of Waitangi and te reo me ona tikanga 	<ul style="list-style-type: none"> ▪ are competent in the content of relevant curriculum ▪ keep informed of developments in curriculum and learning theory ▪ demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga 	<ul style="list-style-type: none"> ▪ demonstrate a high level of knowledge of relevant curriculum, and of current learning and assessment theory ▪ demonstrate a commitment to their own on-going learning
Teaching techniques <ul style="list-style-type: none"> ▪ planning and preparation ▪ teaching and learning strategies ▪ assessment/reporting ▪ use of resources and technology 	<ul style="list-style-type: none"> ▪ plan programmes and develop learning and assessment strategies that are consistent with sound teaching and learning practice 	<ul style="list-style-type: none"> ▪ use appropriate teaching objectives, programmes, learning activities, and assessment ▪ demonstrate a range of effective teaching techniques ▪ demonstrate flexibility and responsiveness ▪ impart subject content effectively ▪ use appropriate technology and resources ▪ reflect on teaching with a view to improvement 	<ul style="list-style-type: none"> ▪ demonstrate a broad range of highly effective teaching techniques ▪ continually evaluate and reflect on their teaching and act on areas where it can be improved
Motivation of students <ul style="list-style-type: none"> ▪ student engagement in learning ▪ expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ demonstrate effective techniques for motivating students ▪ demonstrate expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ recognise and support diversity amongst individuals and groups ▪ engage students in learning ▪ establish high expectations that value and promote learning 	<ul style="list-style-type: none"> ▪ demonstrate a wide range of techniques that provide strong motivation for a diversity of students

	Beginning Teachers	Fully Registered Teachers	Experienced Teachers
Dimensions		As well as demonstrating the standards for beginning teachers, fully registered teachers:	As well as demonstrating the standards for fully registered teachers, experienced teachers:
Classroom management <ul style="list-style-type: none"> ▪ student behaviour ▪ physical environment ▪ respect and understanding 	<ul style="list-style-type: none"> ▪ apply understandings of positive behaviour management ▪ create and maintain a safe environment that is conducive to learning ▪ model interactions on ways that are known to be associated with developing respect and understanding 	<ul style="list-style-type: none"> ▪ manage student behaviour positively ▪ establish good relationships with students and respect their individual needs and cultural backgrounds ▪ organise a safe physical environment ▪ create an environment of respect and understanding ▪ provide and maintain a purposeful working atmosphere 	<ul style="list-style-type: none"> ▪ demonstrate a high level of commitment to student welfare and learning ▪ effectively manage challenging learning environments
Communication <ul style="list-style-type: none"> ▪ students ▪ colleagues ▪ families/whanau 	<ul style="list-style-type: none"> ▪ demonstrate skills of effective communication 	<ul style="list-style-type: none"> ▪ communicate clearly and accurately in either, or both, of the official languages of New Zealand ▪ provide feedback to students ▪ communicate with families, whanau and caregivers ▪ share information with colleagues 	<ul style="list-style-type: none"> ▪ demonstrate highly effective communication skills when interacting with students, colleagues and families/whanau
Support for and co-operation with colleagues	<ul style="list-style-type: none"> ▪ co-operate with and seek support from colleagues 	<ul style="list-style-type: none"> ▪ establish and maintain effective working relationships with colleagues ▪ encourage others and participate in professional development 	<ul style="list-style-type: none"> ▪ support and provide effective assistance to colleagues in improving teaching and learning
Contribution to wider school activities	<ul style="list-style-type: none"> ▪ participate in the life of the school 	<ul style="list-style-type: none"> ▪ contribute to the life of the school 	<ul style="list-style-type: none"> ▪ successfully organise aspects of programmes within the school to promote teaching and learning

Note: *Te Reo Māori Proficiency Standards, when developed, could form part of the professional standards for Māori medium teachers.*

The professional standards for each of these teacher levels are defined as follows:

Beginning Teachers – definition

Beginning teachers meet the New Zealand Teachers Council criteria for provisional registration as a teacher. Beginning Teachers work under the guidance of others. They undertake “advice and guidance” programmes to assist in the development of the competencies required for full registration.

Fully Registered Teachers – definition

Fully Registered Teachers have taught for at least two years and have met the New Zealand Teachers Council criteria for full registration. Fully Registered Teachers are competent in the performance of their day-to-day teaching responsibilities.

Experienced Teachers – definition

Experienced teachers are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. In environments where it is possible, they support and provide assistance to colleagues.