

## Knowing and Working with the *Practising Teacher Criteria* in your setting

<i>PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES</i>					
Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values					
Criteria	Key indicators	Reflective Question	Tātaiako – cultural competency	What quality practices take place in your setting that connect with this criterion and competency?	What would you regard as valid evidence for teachers to demonstrate these quality practices?
<b>Criterion 1.</b> 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>	What do I do to establish working relationships with my ākonga, their whanau and my colleagues and others to support the learning of those I teach?	<b>WHANAUNGATANGA:</b> Actively engages in respectful working relationships with Māori learners, parents and whanau, hapu, iwi, and the Māori community		

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<b>Criterion 2.</b> demonstrate commitment to promote the well-being of all ākonga	<ul style="list-style-type: none"> <li>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</li> <li>ii acknowledge and respect the languages, heritages and cultures of all ākonga</li> <li>iii comply with relevant regulatory and statutory requirements</li> </ul>	How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?	<b>MANAAKITANGA:</b> Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture		

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<b>Criterion 3.</b> 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	How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?	<b>TANGATA WHENUATANGA:</b> affirms Māori learners as Māori- provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed		

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<b>Criterion 4</b> demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> <li>i. identify professional learning goals in consultation with colleagues</li> <li>ii. participate responsively in professional learning opportunities within the learning community</li> <li>iii. initiate learning opportunities to advance personal professional knowledge and skills</li> </ul>	How do I continue to advance my professional learning as a teacher?	<b>AKO:</b> Takes responsibility for their own learning and that of Māori learners		

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<b>Criterion 5</b> show leadership that contributes to effective teaching and learning	i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	How do I help support my colleagues to strengthen teaching and learning in my setting?	<b>WĀNANGA:</b> participates with learners and communities in robust dialogue for the benefit of Māori learners		

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<b>PROFESSIONAL KNOWLEDGE IN PRACTICE</b> Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga					
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<b>Criterion 6.</b> 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	What do I take into account when planning programmes of work for groups and individuals?	<b>AKO:</b> Takes responsibility for their own learning and that of Māori learners		

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<b>Criterion 7</b> promote a collaborative, inclusive and supportive 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	How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?	<b>MANAAKITANGA:</b> Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture		

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<b>Criterion 8.</b> demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> <li>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</li> <li>ii. provide opportunities for ākonga to engage with, practise and apply new learning to different contexts</li> <li>iii. encourage ākonga to take responsibility for their own learning and behaviour</li> <li>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</li> </ul>	How does my teaching reflect that I understand the main influences on how my ākonga learn?	<b>AKO:</b> Takes responsibility for their own leaning and that of Māori learners		



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<b>Criterion 9</b> 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 inclusive and effective for diverse ākonga  iii. modify teaching approaches to address the needs of individuals and groups of ākonga	How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?	<b>TANGATA WHENUATANGA:</b> Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed		

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**PROFESSIONAL KNOWLEDGE IN PRACTICE**

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<p><b>Criterion 10</b> 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>In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?</p>	<p><b>TANGATA WHENUATANGA:</b> Affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whanau is affirmed</p>		

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<b>Criteria</b>	<b>Key indicators</b>	<b>Reflective Question</b>	<b>Tātaiako – cultural competency</b>	<b>What quality practices take place in your setting that connect with this criterion and competency?</b>	<b>What would you regard as valid evidence for teachers to demonstrate these quality practices?</b>
<b>Criterion 11</b> analyse and appropriately use assessment information which has been gathered formally and informally	<ul style="list-style-type: none"> <li>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</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 ākonga</li> </ul>	How do I gather and use assessment information in ways that advances the learning of my ākonga?	<b>WĀNANGA:</b> participates with learners and communities in robust dialogue for the benefit of Māori learners		

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<b>Criterion 12</b> use critical inquiry and problem-solving effectively in their professional practice	<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 ākonga</li> </ul>	How do I advance the learning of my ākonga through critical inquiry within my professional learning?	<b>AKO:</b> Takes responsibility for their own learning and that of Māori learners		