



EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa

Our Code, Our Standards

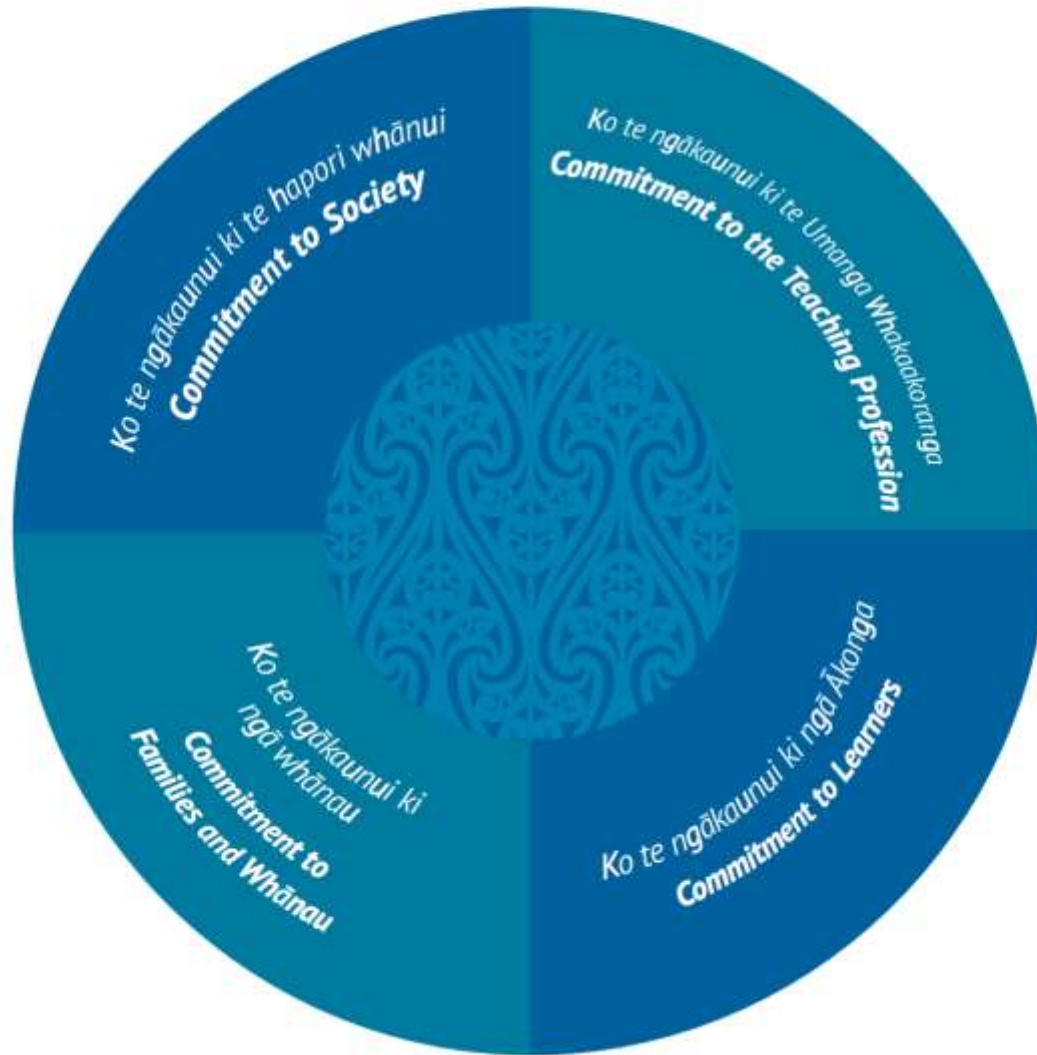
- *Code of Professional Responsibility*
- *Standards for the Teaching Profession* and the appraisal process

Our Code, Our Standards

- ✓ Underpinned by Our Values p.2
- ✓ Demonstrates our commitment to Te Tiriti o Waitangi p.4
- ✓ 4 code commitments
- ✓ 6 standards

THE CODE OF PROFESSIONAL RESPONSIBILITY

Ngā Tikanga Matatika mō ngā Haepapa Ngaiotanga



1. Commitment to Society
2. Commitment to the Teaching Profession
3. Commitment to Learners
4. Commitment to Families and Whānau

Developed with the Profession

- Sets out expectations of ethical behaviour, conduct and integrity that we share
- Provides learners, their families and whanau, communities and the public with trust and confidence in teachers and the profession
- Honours teaching as a profession of high trust and integrity
p. 6

STANDARDS FOR THE TEACHING PROFESSION

Ngā Paerewa mō te umanga whakaakoranga



1. Te Tiriti o Waitangi partnership
2. Professional Learning
3. Professional Relationships
4. Learning-focused Culture
5. Design for Learning
6. Teaching



STANDARD



Te Tiriti o Waitangi partnership

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

1



Professional learning

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

2



Professional relationships

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

3

STANDARD



Learning-focused culture

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

4



Design for learning

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

5



Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

6



How do the *Standards for the Teaching Profession* differ from the *PTC*?

The Standards rationalise the PTCs from twelve criteria to six standards.

They provide holistic descriptions of what quality teaching looks like in Aotearoa New Zealand.

They have been developed to better reflect the contemporary teaching context in New Zealand – drawing on elements of knowledge, practice, best practice and research.

Our Standards

- May be used in place of the 12 (PTCs) in appraisal **from July 2017**
- Required use in appraisal is **from January 2018**
- Teachers need to be **annually** appraised using the Standards for the Teaching Profession
- Teachers **must** be appraised in relation to the **relevant Professional Standards**
- An annual **appraisal summary report** must be completed stating whether the teacher's practice meets each of the standards or criteria

Tātaiako Cultural Competencies

The behavioural indicators from *Tātaiako* support you to think about how the quality practices in the standards look in your setting.

The **cultural competencies have been incorporated** into the development of the *Standards for the Teaching Profession* so it is not anticipated that they will be individually matched to individual *Standards*.

Activity – Quality Practice Template (QPT)

Use the QTP headings as your guide:

Working in pairs/small groups, record what each standard looks like in practice (what you already do that is viewed as quality practice and also what you do/plan at the aspirational level).

- Discuss with the table next to you
- Discuss the naturally occurring evidence that you will have/use as part of the practice

The Appraisal Process

- Exists to affirm and develop a high standard of teaching in New Zealand
- Uses the *Standards for the Teaching Profession*
- Helps teachers learn, grow and achieve the best outcomes for our learners.
- Can be centred on teacher inquiry

Appraisal Process



Appraisal Process



- Some of the stages in the diagram are *tasks to be completed* while others about *ongoing engagement*.
- They are interactive and dynamic
- Will be in action throughout your daily work:
 - formal and informal conversations
 - group/dept meetings
 - interactions with colleagues in classrooms and centres and
 - PLGs and PLD opportunities

Appraisal Process

While the contents within them vary a bit from role to role, the major components are:

1. A **performance review and appraisal** stage to set up your system
2. **Goals and inquiry** to set up your role in the cycle
3. **Evidence curated, collaborative sense making and appraisal discussion** to implement work around the goals (the evidence that informs practice and decision making, and the conversations that are central to appraisal)
4. The **annual summary report**, which discretely marks the end of the cycle



Visit the Website

For further information about appraisal processes or about *Our Code, Our Standards*:

- Visit the Education Council website
- Refer to the Code and Standards FAQs
- Register for an Education Council workshop

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