

NGĀ PAEARU MŌ NGĀ POUAKO WHAI TIWHIKETE WHAKAAKO



PRACTISING TEACHER CRITERIA

EDUCATION COUNCIL

NEW ZEALAND | Matatū Aotearoa



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INTRODUCTION

The Practising Teacher Criteria describe the criteria for quality teaching in Aotearoa New Zealand. They were developed by the New Zealand Teachers Council in 2010 to update the standards for the profession and bring them into line with thinking and research about quality teaching practice.

The Practising Teacher Criteria are designed to:

- represent the essential knowledge and capabilities for quality teaching in Aotearoa New Zealand
- be aspirational and achievable for teachers, and
- apply to all teachers seeking to gain and maintain a full practising certificate.

The Criteria were developed in consultation with a sector-wide reference group, drawing on the expertise of a writing group and teacher practitioner working groups. They were finalised after extensive consultation with the sector and after piloting in schools and early childhood education services in English and Māori-medium settings in 2009.

The Council acknowledges the considerable contribution made by these groups and individuals to the development of the Practising Teacher Criteria.

Ko koe ki tēnā, ko ahau ki tēnei kīwai o te kete

You take that handle of the kete and I'll take this one

Whāia te iti kahurangi.
Ki te tuohu koe, me he
maunga teitei.

Seek that which is most
precious. If you bow down,
let it be before a lofty
mountain.



PURPOSE

The Council is mandated to develop standards for the teaching profession. The Code of Ethics for Certificated Teachers is the overarching statement of professional values and commitments for the teaching profession.

The Practising Teacher Criteria describe what beginning teachers need to work towards in order to gain full certification, and what experienced teachers must demonstrate at appropriate levels of expertise to renew a practising certificate. The Council has also

developed the Graduating Teacher Standards that describe the essential professional knowledge, skills and values graduates of initial teacher education programmes must acquire.

It is compulsory for teachers employed in schools and kura and the majority of teachers employed in early childhood education services, to be registered and hold current practising certificates. The Criteria establish

minimum standards of teaching and provide an aspirational framework of continued professional learning and development that will improve the learning outcomes of children and young people in all settings.

In summary, the Practising Teacher Criteria were developed:

- as a description of the essential professional knowledge in practice, professional relationships and professional values required for successful teaching
- to promote quality teaching for all learners in schools, kura and early childhood education services
- to guide the professional learning and the assessment of teachers as they work towards gaining full certification
- for the assessment of teachers to renew a practising certificate and to retain fully certificated teacher status – an important credential for teachers
- as a framework to guide career-long professional learning and development of all teachers
- to provide a common language for professional reflection and dialogue as teachers focus their efforts on enhancing learning outcomes of ākonga¹
- to promote the status of the teaching profession through making explicit the complex nature of teachers' work
- to strengthen public confidence in the profession.

To achieve these purposes, teachers, professional leaders, mentor teachers, teacher educators and advisers need to seek to understand and engage with the Practising Teacher Criteria through ongoing professional dialogue. The teachers and educators involved in piloting the Criteria, were excited at the potential they saw for them to underpin real professional growth in teachers at all stages of their careers. This potential will not be realised if the Criteria are seen only as a list of words requiring perfunctory compliance. The Criteria should be used by the teaching profession as a useful platform

for improving teaching and learning in New Zealand.

Finally, the Practising Teacher Criteria are for all teachers regardless of setting or level of experience. The reference group and Council made a decision not to write 'levels' or 'sector-specific' standards. The Criteria will be interpreted in a huge variety of contexts of practice. They do not describe everything a teacher does or may go on to do, but they do describe the common elements of teaching that apply regardless of context.

¹ In this document, the term ākonga has been chosen to be inclusive of all learners in the full range of settings from early childhood to secondary and beyond where the Practising Teacher Criteria apply.

APPRAISAL CONCEPTUAL FRAMEWORK

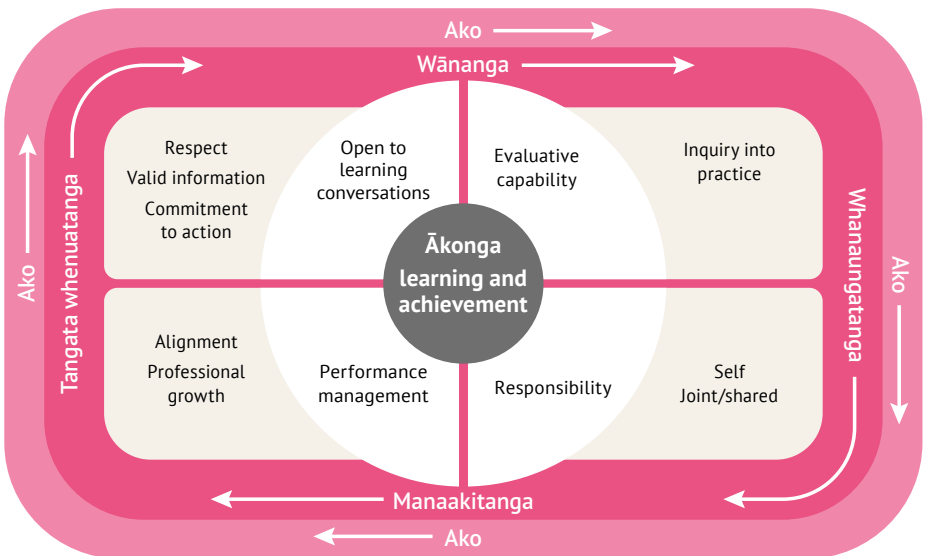
He Kete Whakatipu Ngaio Tangata

This framework underpins aligned, robust appraisal systems for schooling and early childhood education settings. It illustrates the relationships between four central components, each enacted as culturally competent practices.

Such systems support teachers' appraisals for attaining and maintaining full certification, fostering their professional learning and ensuring optimal outcomes of learning and achievement for ākonga.



educationcouncil.org.nz/appraisal-teachers-project





USING THE PRACTISING TEACHER CRITERIA

The Criteria are for teachers working in early childhood education services, schools, other approved settings and English and Māori-medium settings. They are for recent graduates from an initial teacher education programme, as well as experienced teachers, professional leaders and teacher educators.

The Criteria are used as a framework for teachers' ongoing professional practice to guide their reflections and professional learning, not just as criteria to be assessed against.

Teachers seeking to renew or be issued with a full practising certificate must demonstrate they meet each of the Criteria annually. Evidence of professional practice meeting the Criteria must be provided through an appraisal process to a professional leader who then makes final recommendations to the Council.

He tangata akona ki te whare, tūnga ki te marae, tau ana
A person taught at home, shapes well on the marae

POSSIBLE SOURCES OF EVIDENCE INCLUDE:

- **Observation:** formal observations of teaching or aspects of teaching with structured feedback and next steps are discussed with the teacher and are documented.
- **Discussion:** includes follow up to observations; appraisal meetings; structured mentoring conversations and critical self-reflection.
- **Documentation:** collections of evidence could include reflective journals of teaching practice; records of planning for teaching and learning; assessment records including reflective analysis of learners' assessment information; appraisal records; records of professional development; teacher's inquiry; teacher's self-review.

Decisions on sources of evidence need to take into account the purposes of the evidence. For example, is it mainly used for learning and development as part of the provisionally certificated teacher's induction programme, or the experienced teacher's appraisal process? Or is it mainly used for making judgements such as for being issued with full certification or renewing a practising certificate?

The formality and extent of evidence demonstrating the Practising Teacher Criteria will be different for experienced teachers renewing practising certificates to what is required by provisionally certificated teachers. Theirs may be more extensive and formal.

During appraisal and self-reflection, teachers should think about evidence they can collect that demonstrates the intent of the Criteria and indicators, and is consistent with the overarching statements. Following each criterion is a reflective question to provoke self-questioning and exploration of how the criterion might be demonstrated.

The impact of a teacher's practice on ākonga learning, achievement and well-being is central to the appraisal process.





ORGANISING THE PRACTISING TEACHER CRITERIA

FOUR OVERARCHING STATEMENTS

These guide the intent of the Criteria and should be regarded as equally important because they constitute key reference points.

TWO PROFESSIONAL DIMENSIONS

- Professional relationships and professional values
- Professional knowledge in practice

TWELVE CRITERIA

- Five criteria relate to professional relationships and professional values
- Seven criteria relate to professional knowledge in practice

INDICATORS FOR EACH CRITERION

Each criterion has one or more indicators to make more explicit the expectations of the criterion in practice.

Because teaching is a highly complex activity, the Criteria and indicators should be viewed as interdependent and overlapping.

REFLECTIVE QUESTIONS

Each criterion is also supported with a reflective question to guide teachers' thinking about what evidence they should seek as they reflect on their practice in relation to that criterion.

Ko te pae tawhiti, whāia kia tata
Ko te pae tata, whakamauihia kia tīna

Seek out distant
horizons and cherish
those you attain



THE CRITERIA



The Practising Teacher Criteria describe quality teaching for all fully certificated teachers in Aotearoa New Zealand.

They recognise teaching is a highly complex activity, drawing on a range of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for ākonga in diverse education settings. The Criteria and indicators should be viewed as interdependent and overlapping.

OVERARCHING STATEMENTS

1. Teachers play a critical role in enabling the educational achievement of all ākonga.²
2. The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.
4. In Aotearoa New Zealand, the Code of Ethics/Ngā Tikanga Matatika commits certificated teachers to the highest standards of professional service in promoting the learning of those they teach.

² In this document, the term ākonga has been chosen to be inclusive of all learners in the full range of settings from early childhood to secondary and beyond where the Practising Teacher Criteria apply.

Teachers play a critical role in enabling the educational achievement of all ākonga/learners.

PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

Fully certificated teachers:

CRITERIA

KEY INDICATORS

<p>1. Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga.</p>	<p>i. engage in ethical, respectful, positive and collaborative professional relationships with:</p> <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.
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Reflective Question: What do I do to establish working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?

<p>2. Demonstrate commitment to promoting the well-being of all ākonga.</p>	<p>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. comply with relevant regulatory and statutory requirements.</p>
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Reflective Question: How do I show that I actively promote the well-being of all ākonga for whom I am responsible in my practice?

The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.

PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

Fully certificated teachers:

CRITERIA

KEY INDICATORS

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.
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Reflective Question: How do I reflect in my professional work respect for the cultural heritages of both Treaty of Waitangi partners in Aotearoa New Zealand?

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.
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Reflective Question: How do I continue to advance my professional learning as a teacher?

5. Show leadership that contributes to effective teaching and learning.	i. actively contribute to the professional learning community ii undertake areas of responsibility effectively.
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Reflective Question: How do I help support my colleagues to strengthen teaching and learning in my setting?

In an increasingly multi-cultural Aotearoa New Zealand, teachers must be aware and respectful of the languages, heritages and cultures of all ākonga.

PROFESSIONAL KNOWLEDGE IN PRACTICE

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.

Fully certificated teachers:

CRITERIA

KEY INDICATORS

<p>6. Conceptualise, plan and implement an appropriate learning programme.</p>	<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.
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Reflective Question: What do I take into account when planning programmes of work for groups and individuals?

<p>7. Promote a collaborative, inclusive and supportive learning environment.</p>	<ul style="list-style-type: none"> i. demonstrate effective management of the learning setting that incorporates successful strategies to engage and motivate ākonga. ii. foster trust, respect and co-operation with and among ākonga.
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Reflective Question: How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?

In Aotearoa New Zealand, the Code of Ethics/Ngā Tikanga Matatika commits certificated teachers to the highest standards of professional service in promoting the learning of those they teach.

PROFESSIONAL KNOWLEDGE IN PRACTICE

Fully certificated teachers:

CRITERIA

KEY INDICATORS

<p>8. Demonstrate in practice their knowledge and understanding of how ākonga learn.</p>	<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 behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning.
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Reflective Question: How does my teaching reflect my understanding of the main influences on how my ākonga learn?

<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>	<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 multi-cultural 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.
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Reflective Question: How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?

PROFESSIONAL KNOWLEDGE IN PRACTICE

Fully certificated teachers:

CRITERIA

KEY INDICATORS

<p>10. Work effectively within the bicultural context of Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Māori me ngā tikanga-ā-iwi in context ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning.
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Reflective Question: In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

<p>11. Analyse and appropriately use assessment information that has been gathered formally and informally.</p>	<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.
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Reflective Question: How do I gather and use assessment information in ways that advance the learning of my ākonga?

<p>12. Use critical inquiry and problem-solving effectively in their professional practice.</p>	<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 members of their learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.
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Reflective Question: How do I advance the learning of my ākonga through critical inquiry within my professional learning?