

Standards for the Teaching Profession and Professional Standards for Kindergarten Teachers

Learning and Teaching

BEGINNING TEACHER	FULLY CERTIFICATED TEACHER	EXPERIENCED TEACHER	OUR STANDARDS
Understanding Te Whariki			
have a sound knowledge of Te Whāriki and current learning, teaching and assessment theories	are competent in the content of Te Whāriki	demonstrate a high level of knowledge of Te Whāriki and of current learning teaching and assessment theories	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.
Learning, Teaching and Assessment Theory			
	demonstrate and discuss developments in current learning teaching and assessment theories	demonstrate a commitment to their ongoing learning and teaching	Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.
Treaty of Waitangi			
demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Māori	demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori	demonstrate knowledge of the Treaty of Waitangi, te reo and tikanga Māori	Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Implementing Te Whariki			
supports children to take an increasing role in their learning and care	demonstrate appropriate curriculum assessment and evaluation practices that are consistent with the principles of Te Whāriki	demonstrate expertise and refined approaches in all aspects of curriculum assessment and evaluation practices	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.



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Teaching and Learning Strategies (including use of resources and technology)

demonstrates flexibility and responsiveness provides encouragement, warmth and acceptance along with challenges for creative and complex thinking	evaluate and reflect on teaching and learning with a view to improvement	continually evaluate and reflect on their teaching and act on areas where it can be improved	<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p>Professional learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>
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Planning, Assessment and Evaluation

plans assesses and evaluates programmes based on children's strengths and interests with reflection on teaching and learning	utilises assessment as a conscious practice of noticing, recognising and supporting documentation		<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>
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Learning Environment

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Positive Guidance

demonstrate an understanding of positive guidance strategies	demonstrate effective positive guidance strategies	demonstrate a high level of commitment to children's well-being and social competence	<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>
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Engaging Children			
develop effective practices in engagement of children's learning	develop competent practices in facilitating children's engagement in learning	demonstrate a wide range of approaches that facilitate all children's engagement in learning	<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p>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.</p>
Learning Environment			
create and maintain a safe environment that is conducive to learning		effectively facilitate challenging learning environments	<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p> <p>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.</p>
Expectations			
demonstrate expectations that value and promote learning	establish high expectations that value and promote learning	maintain high expectations of all children that value and promote learning	<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
Respect and Understanding			
establish positive relationships with children that respect their individuality, culture and place in their community	maintain and promote positive relationships with children that respect their individuality, culture and place in their community	maintain and promote positive relationships with children that respect their individuality, culture and place in their community	<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>



Communication

BEGINNING TEACHER	FULLY CERTIFICATED TEACHER	EXPERIENCED TEACHER	OUR STANDARDS
Children, Colleagues, Whanau			
demonstrate skills for effective communication	communicate clearly and accurately in either or both of the official languages of Aotearoa/New Zealand. communicate effectively with children, colleagues, family/whanau and caregivers. provide regular feedback that contributes to the child's learning pathway. involve parents/whanau in the kindergarten programme displays ethical and responsible behaviour	demonstrate highly effective communication skills when interacting with children, colleagues or family/whanau demonstrates effective skills in responding to the aspirations of families/whanau and caregivers displays ethical and responsible behaviour	<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
Support for and Co-operations with colleagues			
co-operate with and seek support from colleagues	<ul style="list-style-type: none"> establish and maintain effective working relationships with colleagues encourages others and participates in professional development 	<ul style="list-style-type: none"> support and provide effective assistance to colleagues in improving teaching and learning encourages others and participates in professional development 	<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>
Contribution to wider kindergarten operations			
to be involved in activities that contribute to the life of the kindergarten	maintain accurate records in relation to Association administrative requirements	sustain knowledge and skill in relation to Association administrative requirements	<p>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.</p>
Kindergarten Administration			
develop sound knowledge and skills with support in relation to Association administrative requirements	maintain accurate records in relation to Association administrative requirements	sustain knowledge and skill in relation to Association administrative requirements	<p>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.</p>

