PROFESSIONAL KNOWLEDGE

Standard One:
Graduating Teachers know what to teach

- have content knowledge appropriate to the learners and learning areas of their programme
- have pedagogical content knowledge appropriate to the learners and learning areas of their programme
- have knowledge of the relevant curriculum documents of Aotearoa New Zealand
- have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum

Standard Two:
Graduating Teachers know about learners and how they learn

- have knowledge of a range of relevant theories and research about pedagogy, human development and learning
- have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation
- know how to develop metacognitive strategies of diverse learners
- know how to select curriculum content appropriate to the learners and the learning context

Standard Three:
Graduating Teachers understand how contextual factors influence teaching and learning

- have an understanding of the complex influences that personal, social and cultural factors may have on teachers and learners
- have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand
- have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand

PROFESSIONAL PRACTICE

Standard Four:
Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating
- use and sequence a range of learning experiences to influence and promote learner achievement
- demonstrate high expectations of all learners, focus on learning and recognise and value diversity
- demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role
- use te reo Māori me ngā tikanga-ā-iwi appropriately in their practice
- demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners

Standard Five:
Graduating Teachers use evidence to promote learning

- systematically and critically engage with evidence to reflect on and refine their practice
- gather, analyse and use assessment information to improve learning and inform planning
- know how to communicate assessment information appropriately to learners, their parents/caregivers and staff

PROFESSIONAL VALUES AND RELATIONSHIPS

Standard Six:
Graduating Teachers develop positive relationships with learners and the members of learning communities

- recognise how differing values and beliefs may impact on learners and their learning
- have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities
- build effective relationships with their learners
- promote a learning culture that engages diverse learners effectively
- demonstrate respect for te reo Māori me ngā tikanga-ā-iwi in their practice

Standard Seven:
Graduating Teachers are committed members of the profession

- uphold the Education Council’s Code of Ethics/Ngā Tikanga Matatika
- have knowledge and understanding of the ethical, professional and legal responsibilities of teachers
- work co-operatively with those who share responsibility for the learning and well-being of learners
- are able to articulate and justify an emerging personal, professional philosophy of teaching and learning