



GRADUATING TEACHER STANDARDS: AOTEAROA NEW ZEALAND

EDUCATION COUNCIL
NEW ZEALAND | Matatū Aotearoa

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

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