

# REGISTERED TEACHER CRITERIA

Handbook  
2010

# NGĀ PAEARU MŌ NGĀ POUAKO KUA RĒHITATIA

Pukapuka mahi  
2010



New Zealand  
Teachers Council

*Te Pouherenga Kaiako o Aotearoa*

Ū ki te ako, tū tangata ai apōpō

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

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



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# Introduction

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The *Registered Teacher Criteria* describe the criteria for quality teaching in Aotearoa New Zealand and will progressively replace the Satisfactory Teacher Dimensions from 2010 as the standards for teacher registration. They were developed by the New Zealand Teachers Council (the Council) to update and bring the registration criteria in line with current thinking and research about quality teaching practice.

## The *Registered Teacher Criteria* are designed to:

- represent the essential knowledge and capabilities for quality teaching in Aotearoa New Zealand
- be both aspirational and achievable for teachers and
- apply to all teachers seeking to gain full registration and to renew practising certificates.

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

The Council would like to acknowledge the considerable contribution made by all of these groups and individuals to the development of the *Registered Teacher Criteria* and thanks them for their commitment to this project.

# PURPOSES OF THE Registered Teacher Criteria

Whaia 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

The Council is mandated to develop standards for the teaching profession. The *Code of Ethics for Registered Teachers* (2003) is the overarching statement of professional values and commitments for the teaching profession.

The *Registered Teacher Criteria* describe what beginning teachers need to work towards in order to gain full registration, and what experienced teachers need to demonstrate at appropriate levels of expertise in order to maintain a practising certificate. The Council has also developed the *Graduating Teacher Standards* that describe the essential professional knowledge, skills and values to be gained by graduates of initial teacher education programmes.

Teacher registration is compulsory for all teachers employed in schools and kura and a majority of teachers employed in early childhood education services. The *Registered Teacher Criteria* have the potential to not only guarantee minimum standards of teaching, but to provide an aspirational framework of continued professional learning and development that will impact on the learning outcomes of children and young people in all settings.

In summary, the *Registered Teacher Criteria* have been developed with the profession for the following purposes:

- 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
- as the criteria to guide the professional learning and the assessment of teachers as they work towards gaining full registration
- as the criteria for the assessment of teachers to maintain a practising certificate and to retain fully registered 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 ākonga<sup>1</sup>
- 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 *Registered Teacher Criteria* through on-going professional dialogue. Those teachers and educators involved in piloting the criteria were excited at the potential they saw for the *Registered Teacher Criteria* 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. Indications are that the *Registered Teacher Criteria* will be used by the teaching profession as a useful platform for improving teaching and learning in New Zealand.

Finally, the *Registered Teacher Criteria* are for use by all teachers regardless of setting or level of experience. The reference group and Council made a decision that it would not attempt 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 nonetheless describe the common elements of teaching that apply regardless of context.

<sup>1</sup> 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 *Registered Teacher Criteria* apply.

# USING THE Registered Teacher Criteria

He tangata akona ki te whare,  
tūnga ki te marae, tau ana

A person taught at home,  
shapes well on the marae

The *Registered Teacher Criteria* are for use by teachers in early childhood education services, in schools, in other approved settings and in both English and Māori medium settings. They will be used by teachers who have just graduated from an initial teacher education programme, as well as experienced teachers, professional leaders and teacher educators.

The *Registered Teacher Criteria* should be 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 gain or maintain a full registration practising certificate will need to demonstrate that they meet each of the criteria. Evidence of professional practice that meets the criteria will need to be provided to the teachers' professional leaders who will make a final recommendation to the Council.

## Possible sources of evidence include:

- **Observation:** formal observations of teaching or aspects of teaching with structured feedback and next steps discussed with the teacher which is 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.

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

The degree of formality and extent of documentation of evidence supporting the demonstration of the *Registered Teacher Criteria* will clearly be different for experienced teachers renewing practising certificates in contrast to what is required by provisionally registered teachers working towards gaining full registration, which may be more extensive and formal.

During processes of appraisal and critical self-reflection, teachers need to think about what evidence can be collected from teaching in their particular context that reflects 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.

### RESOURCES

Resources to support the collection, discussion and evaluation of evidence will be trialled and made available on the Council's website during 2010.  
<http://www.teacherscouncil.govt.nz>

## Implementation timetable 2010-2013

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2010

**The focus is on training and resource development in preparation for mandatory implementation in 2011.**

Voluntary uptake of the *Registered Teacher Criteria* is possible, particularly for those involved in the Council's pilot programmes 2009 - 2010. This transition year is an opportunity for the profession to familiarise itself with the new criteria and see how they will fit in with registration processes in schools, kura and early childhood education services.

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2011

**The *Registered Teacher Criteria* are mandatory for all teachers renewing or reapplying for a practising certificate in 2011.**

All teachers beginning an induction programme in New Zealand (teachers who are registered provisionally or subject to confirmation) must also use the *Registered Teacher Criteria*. Other teachers working to gain full registration may continue to use the Satisfactory Teacher Dimensions for this year.

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2012

**The *Registered Teacher Criteria* will be used by all teachers who are working to gain full registration and teachers renewing or reapplying for a practising certificate in 2012.**

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2013

**The *Registered Teacher Criteria* will be used by all teachers who are working to gain full registration and teachers renewing or reapplying for a practising certificate in 2013.**

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## Organisation of the *Registered Teacher Criteria*

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### Four overarching statements

These guide the intent of the criteria and should be regarded as equally important as the criteria themselves as 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.

As 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.

### Evidence guide

It was the intention of the Council to develop an evidence guide that would assist teachers to identify 'evidence of practice' for purposes of demonstrating or reflecting on progress towards meeting the criteria. Some statements were developed by teachers from different sectors, and put together with the reflective questions in an evidence guide that was trialled in the pilot of the *Registered Teacher Criteria* and the Council's induction and mentoring pilots. As there remained some ambivalence about the usefulness of these statements, they are not included in this handbook. Draft evidence guides will be trialled during the training period of 2010 and made available to the profession over time.

# The Registered Teacher Criteria

Ngā Paearu mō ngā  
Pouako kua Rēhitatia

Ko te pae tāwhiti, whaia kia tata  
Ko te pae tata, whakamaui  
kia tina

Seek out distant horizons  
and cherish those you attain



New Zealand  
Teachers Council

*Te Pouherenga Kaiako o Aotearoa*

## Introduction

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The *Registered Teacher Criteria* describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The *Registered Teacher Criteria* recognise that teaching is a highly complex activity, drawing on repertoires 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 / learners<sup>2</sup>.
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 registered teachers to the highest standards of professional service in promoting the learning of those they teach.

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<sup>2</sup> 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 *Registered Teacher Criteria* apply.

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

## Professional relationships and professional values

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

### FULLY REGISTERED TEACHERS:

CRITERIA	KEY INDICATORS
1. establish and maintain effective professional relationships focused on the learning and well-being of all ākonga <sup>3</sup>	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"><li>• ākonga</li><li>• teaching colleagues, support staff and other professionals</li><li>• whānau and other carers of ākonga</li><li>• agencies, groups and individuals in the community</li></ul>

**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?

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

<sup>3</sup> Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

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 REGISTERED 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
<b>REFLECTIVE QUESTION:</b> How do I reflect in my professional work respect for the cultural heritages of both Treaty 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
<b>REFLECTIVE QUESTION:</b> 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
<b>REFLECTIVE QUESTION:</b> How do I help support my colleagues to strengthen teaching and learning in my setting?	

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

## Professional knowledge in practice

Fully registered 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<sup>4</sup>.

### FULLY REGISTERED TEACHERS:

#### CRITERIA

6. conceptualise, plan and implement an appropriate learning programme

#### KEY INDICATORS

- 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

**REFLECTIVE QUESTION:** What do I take into account when planning programmes of work for groups and individuals?

7. promote a collaborative, inclusive and supportive learning environment

- i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga
- ii. foster trust, respect and cooperation with and among ākonga

**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?

<sup>4</sup> Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

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

## Professional knowledge in practice

### FULLY REGISTERED TEACHERS:

CRITERIA	KEY INDICATORS
8. demonstrate in practice their knowledge and understanding of how ākonga <sup>5</sup> learn	<ul style="list-style-type: none"> <li>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</li> <li>ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</li> <li>iii. encourage ākonga to take responsibility for their own learning and behaviour</li> <li>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</li> </ul>

**REFLECTIVE QUESTION:** How does my teaching reflect that I understand the main influences on how my ākonga learn?

9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> <li>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</li> <li>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga</li> <li>iii. modify teaching approaches to address the needs of individuals and groups of ākonga</li> </ul>
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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?

<sup>5</sup> Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

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

## Professional knowledge in practice

### FULLY REGISTERED TEACHERS:

CRITERIA	KEY INDICATORS
10. work effectively within the bicultural context of Aotearoa New Zealand	<ol style="list-style-type: none"><li>practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</li><li>specifically and effectively address the educational aspirations of ākonga<sup>6</sup> Māori, displaying high expectations for their learning</li></ol>

**REFLECTIVE QUESTION:** In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

11. analyse and appropriately use assessment information, which has been gathered formally and informally	<ol style="list-style-type: none"><li>analyse assessment information to identify progress and ongoing learning needs of ākonga</li><li>use assessment information to give regular and ongoing feedback to guide and support further learning</li><li>analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li><li>communicate assessment and achievement information to relevant members of the learning community</li><li>foster involvement of whānau in the collection and use of information about the learning of ākonga</li></ol>
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**REFLECTIVE QUESTION:** How do I gather and use assessment information in ways that advance the learning of my ākonga?

12. use critical inquiry and problem-solving effectively in their professional practice	<ol style="list-style-type: none"><li>systematically and critically engage with evidence and professional literature to reflect on and refine practice</li><li>respond professionally to feedback from members of their learning community</li><li>critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</li></ol>
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**REFLECTIVE QUESTION:** How do I advance the learning of my ākonga through critical inquiry within my professional learning?

<sup>6</sup> Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.





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