

**Supplement 1 Professional Standards for Secondary Teachers – Criteria for Quality Teaching**

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
	Beginning Classroom Teachers have not yet attained full registration. They are working with the advice and guidance of the school towards gaining the expected skills and knowledge of the Classroom Teacher.	Classroom Teachers have taught for at least two years, have attained full registration and display a high level of competence in the performance of their day-to-day teaching responsibilities.	Experienced Classroom Teachers are highly skilled practitioners and classroom managers (see clause 4.2.3 of the Secondary Teachers' Collective Agreement). They have a highly developed understanding of teaching and learning and, as such, provide highly effective classroom environments and are able to support and provide assistance to teaching colleagues.
<b>Professional Knowledge</b>	<b>are expanding knowledge, with advice and guidance, in:</b> <ul style="list-style-type: none"> <li>• the practical application of curriculum, learning and assessment theory</li> <li>• current issues and initiatives in education, including Māori education</li> </ul>	<b>are competent in relevant curricula demonstrate a sound knowledge of current learning and assessment theory demonstrate a sound knowledge of current issues and initiatives in education, including Māori education</b>	<b>demonstrate a significant depth of knowledge in the theory and practical application, where appropriate, of:</b> <ul style="list-style-type: none"> <li>• curricula relevant to their teaching speciality(ies)</li> <li>• learning and assessment theory and developments</li> <li>• the current issues and initiatives in education, including Māori education</li> </ul>
<b>Professional Development</b>	<b>are receiving professional support and encouragement to successfully:</b> <ul style="list-style-type: none"> <li>• participate in available professional development opportunities appropriate to individual needs and school priorities including opportunities relating to the Treaty of Waitangi</li> </ul>	<b>demonstrate a commitment to their own ongoing learning participate individually and collaboratively in professional development activities continue to develop understandings of the Treaty of Waitangi</b>	<b>demonstrate a high level of commitment to:</b> <ul style="list-style-type: none"> <li>• further developing their own knowledge and skills</li> <li>• encouraging and assisting colleagues in professional development</li> <li>• further developing understandings of the Treaty of Waitangi</li> </ul>

Dimension	Beginning Classroom Teachers	Classroom Teachers	Experienced Classroom Teachers
<b>Teaching Techniques</b>	<p><b>are, with professional guidance, developing effective strategies in regard to:</b></p> <ul style="list-style-type: none"> <li>• programme planning and assessment design</li> <li>• teaching techniques</li> <li>• development and appropriate use of teaching resources</li> <li>• use of currently-available technologies</li> <li>• evaluation and reflection on teaching techniques and strategies</li> </ul>	<p><b>plan and use appropriate teaching programmes, strategies, learning activities and assessments</b></p> <p><b>demonstrate flexibility in a range of effective teaching techniques</b></p> <p><b>make use of appropriate technologies and resources</b></p> <p><b>impart subject content effectively</b></p> <p><b>evaluate and reflect on teaching techniques and strategies with a view to improvement</b></p>	<p><b>demonstrate expertise and refined strategies in:</b></p> <ul style="list-style-type: none"> <li>• the development and practice of teaching programmes and resources, learning activities and assessment regimes</li> <li>• highly effective teaching techniques</li> <li>• evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes</li> </ul>
<b>Student Management</b>	<p><b>are developing sound understandings and strategies, within the confines of available resources, to:</b></p> <ul style="list-style-type: none"> <li>• manage student behaviour</li> <li>• recognise individual learning needs</li> <li>• develop positive and safe physical and emotional environments</li> <li>• recognise diversity</li> </ul>	<p><b>manage student behaviour effectively</b></p> <p><b>establish constructive relationships with students</b></p> <p><b>be responsive to individual student needs</b></p> <p><b>develop and maintain a positive and safe physical and emotional environment</b></p> <p><b>create an environment which encourages respect and understanding</b></p> <p><b>maintain a purposeful working environment</b></p>	<p><b>demonstrate expertise and refined strategies in:</b></p> <ul style="list-style-type: none"> <li>• the development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students</li> <li>• managing student behaviour effectively</li> </ul>
<b>Motivation of Students</b>	<p><b>are receiving professional guidance and demonstrating increasing competence in:</b></p> <ul style="list-style-type: none"> <li>• setting expectations which promote learning</li> <li>• effective techniques in student motivation</li> </ul>	<p><b>engage students positively in learning</b></p> <p><b>establish expectations which value and promote learning</b></p>	<p><b>demonstrate a high level of effectiveness in:</b></p> <ul style="list-style-type: none"> <li>• encouraging positive school-wide engagement in learning</li> <li>• fostering and practising cultures of learning and achievement</li> </ul>

<b>Dimension</b>	<b>Beginning Classroom Teachers</b>	<b>Classroom Teachers</b>	<b>Experienced Classroom Teachers</b>
<b>Te Reo me ona Tikanga</b>	<p><b>are expanding knowledge and developing sound skills, with advice and guidance in:</b></p> <ul style="list-style-type: none"> <li>• accurate pronunciation of basic Māori vocabulary</li> <li>• common greetings and waiata</li> <li>• basic Māori protocols</li> </ul>	<p><b>continue to develop understandings and skills in the appropriate usage and accurate pronunciation of Te Reo Māori</b></p> <p><b>demonstrate an understanding of basic Māori protocols when opportunities arise</b></p>	<p><b>demonstrate commitment to the promotion in education of:</b></p> <ul style="list-style-type: none"> <li>• the appropriate and accurate use of Te Reo Māori</li> <li>• the adoption of Māori protocols where appropriate</li> </ul>
<b>Effective Communication</b>	<p><b>are demonstrating, with the support of senior staff, growing ability to successfully:</b></p> <ul style="list-style-type: none"> <li>• communicate effectively with students, families, whanau and caregivers</li> <li>• report on student progress</li> <li>• share information with colleagues</li> </ul>	<p><b>communicate clearly and effectively in either or both of the official languages of New Zealand</b></p> <p><b>provide appropriate feedback to students</b></p> <p><b>communicate effectively with families, whanau and caregivers</b></p> <p><b>share information with colleagues</b></p>	<p><b>demonstrate particular skill and success in:</b></p> <ul style="list-style-type: none"> <li>• communicating effectively with students</li> <li>• reporting on student achievement to students, families, whanau and caregivers</li> <li>• inter-staff communications</li> </ul>
<b>Support for and Co-operation with Colleagues</b>	<p><b>are receiving professional support and encouragement to successfully:</b></p> <ul style="list-style-type: none"> <li>• build professional relationships</li> <li>• contribute where appropriate to professional development activities</li> </ul>	<p><b>maintain effective working relationships with colleagues</b></p> <p><b>support and provide assistance to colleagues in improving teaching and learning</b></p>	<p><b>demonstrate a high level of commitment to:</b></p> <ul style="list-style-type: none"> <li>• encouraging and fostering effective working relationships with and between others</li> <li>• providing support and assistance to colleagues where appropriate</li> </ul>
<b>Contribution to Wider School Activities</b>	<p><b>are demonstrating a willingness to be involved in activities which contribute positively to the life of the school.</b></p>	<p><b>contribute positively to the life of the school and its community</b></p>	<p><b>contribute towards the effective functioning of the total school operation, including the school's relationship with parents and the wider community</b></p>

## Unit Holders

The following are *indicative* standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description attached to (or describing the responsibilities and tasks attached to) their unit(s). In respect of any classroom teaching duties, they will be assessed against the appropriate level of the professional standards.

In addition, they must meet the following standards, where they are applicable, in respect of their leadership responsibilities. When the following standards do not fully express the key expectations of unit holders, these standards may be amended and/or alternative standards can be adopted with the agreement of the unit holder and the employer. Standards which are not applicable should be disregarded.

### Resource Management

- effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students.

### Staff and Student Management

- represent and communicate effectively, to a range of audiences, the goals and tasks of the department, faculty or area of responsibility
- participate in and where appropriate contribute to the school's performance management system
- provide effective advice and guidance to other members of the staff
- monitor teacher/student relationships and provide advice and support when required
- communicate effectively with students and staff

### Professional Leadership

- understand the aims of and display competence in the area of responsibility
- provide professional leadership to staff within the delegated area(s) of responsibility
- make constructive contributions, where applicable, to the management of the school
- demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility
- undertake appropriate professional development to enhance individual expertise in areas of management, administration and education
- identify and act on opportunities for improving teaching and learning
- ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies
- ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility
- foster positive relationships between the school and all sectors of the community

### Guidance Counsellors and RTLBs

- in the case of guidance counsellors and Resource Teachers (Learning and Behaviour) the appropriate standards are applied in the context of their student case work
- the Secretary for Education's PMS 5 notice (November 1997) will apply for reference