



I'm not robot



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The Code sets out the high standards for ethical behaviour that are expected of every teacher; the Standards describe the expectations of effective teaching practice. Each standard paerewa has an elaboration to provide depth and context and supports teachers to identify and develop high quality practices in their settings. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear framework focuses on clarifying and specifying teaching standards aimed at enhancing equitable and quality education for all.

Standard Graduating teachers understand how contextual factors influence teaching and learning. In Initial Teacher Demonstrate an Understand and apply understanding of the role the key principles of the Australian described in codes of Professional Standards for ethics and conduct for Standard Graduating teachers use professional knowledge to plan for a safe, high-quality teaching and learning environment. Professional Practice Standard Graduating teachers use professional knowledge to plan for a safe Demonstrate an Understand and apply understanding of the role the key principles of the Australian described in codes of Professional Standards for ethics and conduct for Teachers in identifying the teaching profession. These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Founded in, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment—National Board Certification Standard Graduating teachers know about learners and how they learn.

Standard Graduating teachers use evidence to This paper proposes expectations for teacher candidates at the point of graduation and entry into the profession: what they should be able to do, and the knowledge, The Code sets out the high standards for ethical behaviour that are expected of every teacher; the Standards describe the expectations of effective teaching practice and assessment against Graduating Teacher Standards Clear standards – attested by school and professional body – underpin transition from classroom teacher to leadership Being fully qualified to teach by graduating from an approved teacher education program recognises that the teacher has met the standards at Graduate Teacher, the first Graduating Teacher Standards: Aotearoa New Zealand. Specifically, it sets out key elements of a Framework of Professional Teaching Standards that could be adopted Standard Graduating teachers know what to teach. Together they set out what it is, and what it means, to be a teacher in Aotearoa New Zealand Graduating Teacher Standards: Aotearoa New Zealand These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. professional learning needs The core mission of the National Board for Professional Teaching Standards is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning teaching experts to articulate the expectations and aspirations of our profession. This paper will help to increase understanding and cohesiveness around the teaching profession internationally. Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners Recognized as the “gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.