

*Professional Standards – Secondary School Teachers
(Including Catholic Special Character standards.)*

Dimension	Beginning Teacher	Fully Registered Teacher	Experienced Teacher	Teachers in Catholic Schools
	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 2.5.8 of the Secondary Teachers' Collective Employment Contract) . 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.	Teachers in Catholic Schools have met or are working towards (within a suitable time frame for the position held) the appropriate level of Certification. The Professional Standards for teachers should be applied when carrying out appraisal for certification. The appraisal should focus on the teachers' performance against each dimension in relation to RE and/or the Catholic Special Character at the appropriate level of teaching.
Professional Knowledge <ul style="list-style-type: none"> ▪ curriculum ▪ Treaty of Waitangi ▪ learning and assessment theory 	are expanding knowledge, with advice and guidance in: <ul style="list-style-type: none"> ▪ the practical application of curriculum, learning and assessment theory ▪ current issues and initiatives in education, including Māori education 	<ul style="list-style-type: none"> ▪ 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 	demonstrate a significant depth of knowledge in the theory and practical application, where appropriate, of: <ul style="list-style-type: none"> ▪ curricula relevant to their teaching speciality(ies) ▪ learning and assessment theory and developments ▪ the current issues and initiatives in education, including Māori education 	<ul style="list-style-type: none"> ▪ have an understanding of Catholic Theology, Scripture and RE. ▪ have an understanding of spirituality and Catholic Special Character ▪ have an understanding of our bi-cultural heritage and its implications for the Church in Aotearoa – New Zealand
Professional Development	are receiving professional support and encouragement to successfully: <ul style="list-style-type: none"> ▪ participate in available professional development opportunities appropriate to individual needs and school priorities including opportunities relating to the Treaty of Waitangi 	<ul style="list-style-type: none"> ▪ 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 	demonstrate a high level of commitment to: <ul style="list-style-type: none"> ▪ further developing their own knowledge and skills ▪ encouraging and assisting colleagues in professional development ▪ further developing understandings of the Treaty of Waitangi 	<ul style="list-style-type: none"> ▪ take part in courses / retreats to improve RE teaching and/or understanding of Catholic Special Character
Teaching Techniques	Are, with professional guidance, developing effective strategies in regard to: <ul style="list-style-type: none"> ▪ programme planning and assessment design ▪ teaching techniques ▪ development and appropriate use of teaching resources ▪ use of currently available technologies ▪ evaluation and reflection on teaching techniques and strategies 	<ul style="list-style-type: none"> ▪ plan and use appropriate teaching programmes, strategies, learning activities and assessments ▪ demonstrate flexibility in a range of effective teaching techniques ▪ make use of appropriate technologies and resources. ▪ impart subject content effectively ▪ evaluate and reflect on teaching techniques and strategies with a view to improvement 	demonstrate expertise and refined strategies in: <ul style="list-style-type: none"> ▪ the development and practice of teaching programmes and resources, learning activities and assessment regimes ▪ highly effective teaching techniques ▪ evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes 	<ul style="list-style-type: none"> ▪ teach the prescribed national RE curriculum in line with the Professional Standards ▪ have an awareness of Catholic teaching and its implications for the delivery of all essential learning areas ▪ provide opportunities in the total curriculum to bring the Gospel into dialogue with students' life and learning

Student Management	<p>are developing sound understandings and strategies, within the confines of available resources, to:</p> <ul style="list-style-type: none"> ▪ manage student behaviour ▪ recognise individual learning needs ▪ develop positive and safe physical and emotional environments ▪ recognise diversity 	<ul style="list-style-type: none"> ▪ manage student behaviour ▪ effectively establish constructive relationships with students ▪ be responsive to individual student needs ▪ develop and maintain a positive and safe physical and emotional environment ▪ create an environment which encourages respect and understanding ▪ maintain a purposeful working environment 	<p>demonstrate expertise and refined strategies in:</p> <ul style="list-style-type: none"> ▪ the development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students ▪ managing student behaviour effectively 	<ul style="list-style-type: none"> ▪ recognise and respect the sacred dignity of each person as made in the image of God ▪ provide effective witness to Catholic values ▪ demonstrate an awareness of the Catholic understanding of reconciliation
Motivation of Students	<p>are receiving professional guidance and demonstrating increasing competence in:</p> <ul style="list-style-type: none"> ▪ setting expectations which promote learning ▪ effective techniques in student motivation 	<ul style="list-style-type: none"> ▪ engage students positively in learning ▪ establish expectations which value and promote learning 	<p>demonstrate a high level of effectiveness in:</p> <ul style="list-style-type: none"> ▪ encouraging positive school-wide engagement in learning ▪ fostering and practising cultures of learning and achievement 	<ul style="list-style-type: none"> ▪ actively encourage students to develop a love for and sound knowledge of their faith ▪ strive to impart to students the relevance of Catholic teaching for them as members of the Universal Church
Te Reo me ōna Tikanga	<p>are expanding knowledge and developing sound skills, with advice and guidance in:</p> <ul style="list-style-type: none"> ▪ accurate pronunciation of basic Māori vocabulary ▪ common greetings and waiata ▪ basic Māori protocols 	<ul style="list-style-type: none"> ▪ continue to develop understandings and skills in the appropriate usage and accurate pronunciation of te reo Māori ▪ demonstrate an understanding of basic Māori protocols when opportunities arise 	<p>demonstrate commitment to the promotion in education of:</p> <ul style="list-style-type: none"> ▪ the appropriate and accurate use of Te reo Māori ▪ the adoption of Māori protocols where appropriate 	<ul style="list-style-type: none"> ▪ demonstrate commitment to the appropriate usage and accurate pronunciation of Christian/Catholic Māori vocabulary ▪ demonstrate an understanding of concepts of Māori spirituality ▪ are knowledgeable and competent in the use of common Māori karakia and hīmene
Effective Communication	<p>are demonstrating, with the support of senior staff, growing ability to successfully:</p> <ul style="list-style-type: none"> ▪ communicate effectively with students, families, whanau and caregivers ▪ report on student progress ▪ share information with colleagues 	<ul style="list-style-type: none"> ▪ communicate clearly and effectively in either or both of the official languages of New Zealand ▪ provide appropriate feedback to students ▪ communicate effectively with families, whanau and caregivers ▪ share information with colleagues 	<p>demonstrate particular skill and success in:</p> <ul style="list-style-type: none"> ▪ communicating effectively with students ▪ reporting on student achievement to students, families, whanau and caregivers ▪ inter-staff communications 	<ul style="list-style-type: none"> ▪ demonstrate effective communication with home and Parish and the universal Church in line with Catholic social teaching
Support for and Co-operation with Colleagues	<p>are receiving professional support and encouragement to successfully:</p> <ul style="list-style-type: none"> ▪ build professional relationships ▪ contribute where appropriate to professional development activities 	<ul style="list-style-type: none"> ▪ maintain effective working relationships with colleagues ▪ support and provide assistance to colleagues in improving teaching and learning 	<p>demonstrate a high level of commitment to:</p> <ul style="list-style-type: none"> ▪ encouraging and fostering effective working relationships with and between others ▪ providing support and assistance to colleagues where appropriate 	<ul style="list-style-type: none"> ▪ work effectively with other teachers, support staff and school chaplains in matters related to Catholic Special Character

<p>Contribution to Wider School Activities</p>	<p>are demonstrating a willingness to be involved in activities which contribute positively to the life of the school</p>	<p>contribute positively to the life of the school and its community</p>	<p>contribute towards the effective functioning of total school operation, including the school's relationship with parents and the wider community</p>	<ul style="list-style-type: none"> ▪ contribute to creating an environment that encourages Gospel values ▪ contribute to school policy and organisation regarding Catholic Special Character ▪ contribute to the promotion of Social Justice in line with Catholic teaching ▪ provide effective role modelling in both professional activities and private life to uphold and support the Catholic Special Character
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