



This is adapted from the Education Council website and maps the professional standards for principals against the Practising Teacher Criteria (PTC).
<https://educationcouncil.org.nz/content/ptc-matrix-mapping-professional-leaders-secondary>

REGISTERED TEACHER CRITERIA	
PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES	
Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.	
RTC 1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	
<i>Reflective question:</i> What do I do to establish working relationships with akonga, their whanau and my colleagues and others to lead and support learning in this school?	
Key Indicators	Professional Standards for Secondary Principals
i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community 	Culture <ul style="list-style-type: none"> • Model respect for others in interactions with adults and students • Manage conflict and other challenging situations effectively and actively work to achieve solutions. Partnerships and networks <ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision making. • Actively foster relationships with the school’s community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Ensure regular interaction with parents and the school community on student progress and other school related matters. • Actively foster positive relationships with other schools and participate in appropriate school networks.

RTC 2. Demonstrate commitment to promoting the well-being of all ākonga.

Reflective question:

How do I show in my practice that I actively promote the well-being of all ākonga in our school community?

Key Indicators	Professional Standards for Secondary Principals
<p>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. comply with relevant regulatory and statutory requirements</p>	<p>Culture</p> <ul style="list-style-type: none">• Maintain a safe, learning-focused environment.• Promote an inclusive environment in which the diversity, multi-cultural nature and prior experiences of students are acknowledged and respected.• Manage conflict and other challenging situations effectively and actively work to achieve solutions. <p>Systems</p> <ul style="list-style-type: none">• Effectively manage and administer finance, property and health and safety systems.

RTC 3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.	
<i>Reflective question: How do I reflect in my professional leadership respect for the cultural heritages of both Treaty partners in Aotearoa NZ?</i>	
RTC 3 Key Indicators	Professional Standards for Secondary Principals
i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	<p>Culture</p> <ul style="list-style-type: none"> Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture. <p>Partnerships and networks</p> <ul style="list-style-type: none"> Actively foster relationships with the school's community and local iwi.

RTC 4. Demonstrate commitment to ongoing professional learning and development of personal professional practice.	
<i>Reflective question: How do I continue to advance my professional learning as a school leader?</i>	
Key Indicators	Professional Standards for Secondary Principals
<ul style="list-style-type: none"> 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 	<p>Culture</p> <ul style="list-style-type: none"> • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving. <p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress.

RTC 5. Show leadership that contributes to effective teaching and learning.	
<i>Reflective question: How do I lead and support my colleagues to strengthen teaching and learning in my school?</i>	
Key Indicators	Professional Standards for Secondary Principals
i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively	<p>Culture</p> <ul style="list-style-type: none"> • With the Board, develop and then implement a school vision with shared goals focused on enhanced engagement and achievement (academically, socially and culturally) for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. <p>Pedagogy</p> <ul style="list-style-type: none"> • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students. <p>Systems</p> <ul style="list-style-type: none"> • Exhibit leadership that results in the effective day to-day operation of the school. • Operate effective systems within board policy and in accordance with legislative requirements. • Effectively manage finance, property and health and safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Align resource allocation with the school’s annual and strategic objectives

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 ākongā.

RTC 6. Conceptualise, plan and implement an appropriate learning programme

Reflective questions:

What do I take into account when planning programmes for the school?

How do our strategic goals and annual plan support teaching and learning?

Key Indicators	Professional Standards for Secondary Principals
<p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>	<p>Pedagogy</p> <ul style="list-style-type: none">• Ensure that the review and design of school programmes is informed by school-based and other evidence

RTC 7. Promote a collaborative, inclusive and supportive learning environment	
<i>Reflective question: How does my pedagogical leadership (and teaching practice) promote an environment where learners feel safe to explore ideas and respond respectfully to others in their learning groups, and around the school?</i>	
Key Indicators	Professional Standards for Secondary Principals
<ul style="list-style-type: none"> 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 	<p>Culture</p> <ul style="list-style-type: none"> • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations and effectively and actively work to achieve solutions.

RTC 8. Demonstrate in practice their knowledge and understanding of how ākonga learn.	
<i>Reflective question: How does my pedagogical leadership (and teaching) reflect that I understand the main influences on how ākonga learn?</i>	
Key Indicators	Professional Standards for Secondary Principals
<ul style="list-style-type: none"> i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning 	<p>Pedagogy</p> <ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.

RTC 9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.

Reflective question:

How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how they are taught in this school?

Key Indicators	Professional Standards for Secondary Principals
<p>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</p> <p>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga</p> <p>modify teaching approaches to address the needs of individuals and groups of ākonga</p>	<p>Culture</p> <ul style="list-style-type: none"> • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students. <p>Pedagogy</p> <ul style="list-style-type: none"> • Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school.

RTC 10. Work effectively within the bicultural context of Aotearoa NZ.	
<i>Reflective question: In my leadership (and teaching) how do I take into account the bicultural context of teaching and learning in Aotearoa NZ?</i>	
Key Indicators	Professional Standards for Secondary Principals
<ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning 	<p>Pedagogy</p> <ul style="list-style-type: none"> • Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students

RTC 11. Analyse and appropriately use assessment information which has been gathered formally and informally.	
<i>Reflective question: How do we gather and use assessment information in ways that advance learning and improve learner outcomes in our school?</i>	
Key Indicators	Professional Standards for Secondary Principals
<p>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iv. communicate assessment and achievement information to relevant members of the learning community foster involvement of whānau in the collection and use of information about the learning of ākonga</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. <p>Systems</p> <ul style="list-style-type: none"> • Provide the Board with timely and accurate information and advice on student learning and school operation. • Use school / external evidence to inform planning for future action, monitor progress and manage change

RTC 12. Use critical inquiry and problem-solving effectively in their professional practice.	
<i>Reflective question: How do I advance the teaching and learning in this school through critical inquiry within my professional learning and that offered to my colleagues?</i>	
Key Indicators	Professional Standards for Secondary Principals
<p>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>ii. respond professionally to feedback from members of the learning community critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice. • Ensure that the review and design of school programmes is informed by school-based and external evidence. <p>Systems</p> <ul style="list-style-type: none"> • Use school / external evidence to inform planning for future action, monitor progress and manage change.