

| Standards for the Niue Teaching Profession | |
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| Standards for the Teaching Profession | Elaborations |
| 1. Niue Constitution Demonstrate commitment to the Constitution of Niue & Taoga Niue | <p>Understand and recognise the unique status of tagata Niue</p> <p>Understand and acknowledge the histories, heritage, languages and culture</p> <p>Practise and develop the use of Vagahau Niue and Taoga Niue</p> |
| 2. Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners | <p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources;</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, identities, languages and cultures;</p> <p>Engage in professional learning and adaptively apply this learning in practice;</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs and wider education matters;</p> <p>Seek and respond to feedback from learners, colleagues' and other education professionals and engage in collaborative problem-solving and learning-focused collegial discussions'</p> |
| 3. Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner | <p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • Learners, family and community; • Teaching colleagues, support staff and other professionals • Agencies, groups and individuals in the community <p>Communicate effectively with others.</p> <p>Actively contribute and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p> |
| 4. Learning-focussed culture Developed a culture that is focused on learning and is characterised by respect, inclusion , empathy, collaboration and safety. | <p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> |
| (4. Learning-focussed culture continued) | |

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| | <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p> |
| 5. Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. | <p>Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and taoga Niue.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Design learning informed by national policies and priorities.</p> |
| 6. Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | <p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>Specifically support the educational aspirations for Niue learners, taking shared responsibility for these learners to achieve educational success as a Niue person.</p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p> <p>Use critical inquiry and problem solving effectively in their professional practice.'</p> |

