Vision Statement: *Uˈ ki te ako, tū tāngata ai āpōpō. Excel in teaching so our learners will excel in the future.* The Council's vision is that Teacher Education Refresh (TER) programmes will enhance teacher competence to lead to improved learning outcomes for ākonga. TER Programmes are to provide assurance that every provisionally registered teacher has demonstrated that their professional knowledge and practice is current and has been recently assessed. Every provisionally registered teacher on the Register has been recently required to demonstrate that they meet all of the requirements for registration, including being fit to be a teacher, and likely to be a satisfactory teacher.

Key Principles

- Providers must be able to demonstrate that learning outcomes align with the Graduating Teacher Standards
- Teachers will be expected to set goals which they are required to meet over the course of their practicum
- Programmes should be differentiated according to the needs of the individual teacher

- Teachers are required to demonstrate their ability to teach successfully over a sustained period of time (on practicum)
- Teachers will be expected to reflect on the theory covered in the three modules and how it links with their practice on practicum
- RPL can be considered for those teachers who have completed a year of continuous teaching (not day relief) within the last three years

Today's & Tomorrow's Learning Communities	Curriculum, Assessment and Planning	The Professional Teacher – Belonging to a Profession	Supervised Practicum
Hapori Ako o tēnei rā, mō āpōpō hoki	*He Marautanga, he Aromatawai, he Whakakaupapa Akoranga*	*He Pouako Ngaiotanga – Nāku tēnei ngaiotanga*	*Ritenga Akoako*
Inquiry model to run through the TER programme - Individual Education Plan (IEP) or self-assessment completed prior to commencement of programme			
Cultural competencies - Ko wai au (who am I)? - What do I know and understand about myself? - Language, culture and identity - Treaty of Waitangi - Tātaiako Te reo and tikanga Māori Relationship management - differentiation for diverse learners - Positive behaviour for learning (PB4L) - family/whānau/hapū/iwi relationships Priority learners - Māori - Pasifika - Inclusive education Cultural responsiveness Social, cultural, historical background of Aotearoa New Zealand Manaakitanga – leading with moral purpose	ECE Curriculum - Te Whāriki - Curriculum approaches - inquiry learning - ethic of care - working with infants and toddlers (ECE) - Intentional teaching - Learner dispositions ECE Planning and Assessment - narrative assessment - Kei tua o te Pae - Te Whatu Pokeka - learning outcomes Primary Curriculum and its intent - NZ Curriculum and the key competencies - Content needs (science, technology, arts, social sciences, literacy and mathematics) Primary Planning and Assessment and its intent - e-asTTle for reading and writing - numeracy assessment tools - National Standards - Awareness of learner continuum and ability to teach progressions over years 7-10 (encompass NAG 3A) - Overall Teacher Judgement (OTJ) Secondary Curriculum and its intent - NZ Curriculum and the key competencies - NCEA and the implications for curriculum development - teaching strategies - pedagogies (constructivism, experientialism) - student engagement Secondary Planning and Assessment and its intent - formative assessment using data - e-asTTle - standards alignment for NCEA - motivation - National Standards E-learning and technology Accessing and using student learning data from multiple sources to enhance teaching and learning Principles, curricula and tools for teaching in Māori medium settings - Āhuatanga ako - Te Aho Matua - Te Marautanga o Aotearoa - Ngā Aromatawai Māori - Ngā Whanaketanga Rumaki Māori Student voice	Code of Ethics Social media Registered Teacher Criteria Self review and teaching as inquiry Commitment to ongoing professional learning The educational landscape - current criteria and regulations (ECE) Appraisal practices - Council website resources - Ruia Next steps - preparing a CV - seeking employment - Induction and Mentoring - where to next? Increased accountability and expectations of teachers, colleagues and ākonga Language competence for those teaching in Māori medium settings Resilience and dealing with change.	Self-assessment and inquiry – setting goals and reflecting/revisiting Teaching as inquiry Linking practice to theory Strong links between provider and practicum setting Theory to action – demonstrating competence through practicum via immersion in the practicum setting.