

Our Core Values

Teach First NZ has six core values, which reflect deeply held beliefs about what is important or desirable to us. While our mission statement inspires and motivates us to fulfil Teach First NZ’s purpose, our values guide the thoughts and behaviours that drive the achievement of our goals. The values should be evident in our philosophy, structures, relationships, actions and language.



Our values	Why we believe important	How staff and trustees enact the values	How participants enact the values
Integrity <i>Te ngākau pono</i>	In order to fulfil the purposes of our work effectively and inspire the confidence and trust of others, we believe our actions must be aligned with our beliefs.	<ul style="list-style-type: none"> - Act responsibly and ethically at all times - Maintain honesty and transparency in all our professional relationships - Demonstrate trustworthiness and reliability, being accountable to ourselves and others for our actions - Demonstrate an enduring commitment to our mission 	<ul style="list-style-type: none"> - Act responsibly, honestly, and ethically at all times - Accept that mistakes will be made, and actively seek information and advice to rectify these - Demonstrate an enduring commitment to schools and students - Uphold a positive reputation of the programme, in schools and other contexts
Respect <i>Te whakaute</i>	We value the diversity of individuals and communities, and believe that equity of educational outcomes can only be achieved when respecting this diversity.	<ul style="list-style-type: none"> - Respect ourselves and each other, demonstrating qualities of humility and empathy - Operate inclusively and champion diversity, valuing contributions from others - Seek diverse perspectives to inform our views and work practice - Respect the unique Treaty of Waitangi partnership 	<ul style="list-style-type: none"> - Value and respect fellow participants, and other members of the school and wider community - Care about all students and views, acting on diversity as a valuable resource, and working to achieve equity of outcomes for all learners - Seek to learn from the communities we serve and the school colleagues with whom we work - Respect the unique Treaty of Waitangi partnership

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Partnership <i>Te mahi ngātahi</i>	<p>We are part of a wider community and believe that we cannot achieve our goals by operating alone. By collaborating and partnering with others, together we can have a greater collective impact.</p>	<ul style="list-style-type: none"> - Initiate inclusive and consultative collaboration, both internally and externally - Build effective, professional relationships with our partners - Honour and build upon best practice of the diverse groups and communities with whom we work - Support all our partners, and show willingness to ask for and offer help when needed 	<ul style="list-style-type: none"> - Initiate and demonstrate collaboration with fellow participants, school colleagues, and other stakeholders - Build effective, professional relationships within and across schools. - Inspire, challenge and support each other to do our best and maintain focus on our goals - Positively engage with students, families/whanau and wider communities, supporting learning contexts where identity, language and culture are affirmed
Continuous learning <i>Te ako mā te whakaaroaro</i>	<p>We recognise the limits of our own knowledge, skills and experience, and believe our impact can be increased by continuously improving our practice through reflection and adjustment.</p>	<ul style="list-style-type: none"> - Uphold and foster a culture of curiosity and inquiry - Engage in honest self-reflection, and embrace feedback and change as a positive opportunity to learn - Seek opportunities for ongoing professional learning - Innovate and develop creative solutions to difficult problems 	<ul style="list-style-type: none"> - Develop a 'disposition to wonder', constantly inquiring into student progress and adjusting strategies accordingly - Proactively self-reflect, and learn from feedback, research, and the experience of others - Seek out and take advantage of opportunities for professional and personal development - Embrace the opportunity to operate outside comfort zones as a chance to grow and innovate
Resilience <i>Te manawanui me te ū</i>	<p>We recognise that the challenge of educational inequality is significant, and that it will take sustained effort to achieve our goals.</p>	<ul style="list-style-type: none"> - Persevere in the face of challenges and setbacks, remaining focused on our vision - Actively problem solve, seeking the best resources and strategies to ensure positive outcomes - Constructively and positively embrace the opportunities that challenge presents - With optimism, adapt to changing environments and circumstances 	<ul style="list-style-type: none"> - Persevere in the face of challenges and setbacks, remaining focused on maximising the potential of every student - Demonstrate grit when faced with difficult classroom or school circumstances - Operate with personal responsibility, avoiding blame or focus on external factors - Seek expert support to help construct solutions to difficult problems, being willing to adapt and try different approaches
Excellence <i>Te kairangitanga</i>	<p>We believe that in order to realise our own full potential and to support others to develop their potential, we must champion the pursuit of excellence.</p>	<ul style="list-style-type: none"> - Set ambitious, aspirational goals, clearly influenced by our mission and vision - Strive to achieve results that have a positive and measurable impact - Demonstrate professionalism in our work, as individuals and as an organisation - Maintain focus on both short- and long-term results, balancing urgency and sustainability 	<ul style="list-style-type: none"> - With a sense of opportunity and possibility, work to maximise the potential of every student - Set ambitious goals and maintain high expectations of oneself and of each student - Strive to achieve results that have a positive and measurable impact - Demonstrate professionalism in work with students, colleagues, and fellow participants