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| **TE TIRITI O WAITANGI PARTNERSHIP**  **Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.  Understand and acknowledge the histories, heritages languages and cultures of partners to Te Tiriti o Waitangi.  Practise and develop the use of te reo and tikanga Māori. |  |  |
| **Naturally Occurring Evidence** |
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| **PROFESSIONAL LEARNING**  **Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  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, genders, identities, language and cultures.  Engage in professional learning and adaptively apply this learning in practice.  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.  Seek and respond to feedback from learners, colleagues and other educational professionals, and engage in collaborative problem-solving and learning-focused collegial discussions. |  |  |
| **Naturally Occurring Evidence** |
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| **PROFESSIONAL RELATIONSHIPS**  **Establish and maintain professional relationships and behaviour focused on the learning and well-being of each learner.** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Engage in reciprocal, collaborative learning-focused relationships:   * learners, family and whānau. * teaching colleagues, support staff and professionals. * agencies, groups and individuals in the community.   Communicate effectively with others.  Actively contribute, and work collegially, in pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.  Communicate clear and accurate assessment for learning and achievement information. |  |  |
| **Naturally Occurring Evidence** |
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| **LEARNING-FOCUSED CULTURE**  **Develop a culture that is focused on learning, and characterised by respect, inclusion, empathy, collaboration and safety** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  Foster trust, respect and cooperation with and among learners so that they experience an environment which is safe to take risks.  Demonstrate high expectations for the learning outcomes of all learners, including those with disabilities or learning support needs.  Manage the learning setting to ensure access to learning for all and maximise learners’, physical, social, cultural and emotional safety.  Create an environment where learners can be confident in their identities, languages, cultures and abilities.  Develop an environment where diversity and uniqueness of all learners is accepted and valued.  Meet relevant regulatory, statutory and professional requirements. |  |  |
| **Naturally Occurring Evidence** |
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| **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** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  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.  Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  Design informed by national policies and priorities. |  |  |
| **Naturally Occurring Evidence** |
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| **TEACHING**  **Teach and respond to learners in a knowledge and adaptive way to progress their learning at an appropriate depth and pace** | | |
| **Elaboration of the Standard** | **Questions I might ask myself** | **Quality practices linked to the Standard** |
| Teach in ways that ensure all learners are sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.  Specifically supports the educational aspirations Maori learners, taking shared responsibility for these learners to achieve educational success as Māori.  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.  Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.  Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |  |  |
| **Naturally Occurring Evidence** |
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