**QUALITY TEACHING PRACTICE (EXAMPLE ONLY) –** This resource is an example only. It is intended as a guide to generate discussion and ideas. Your school may describe fewer and different practices than those below.

**Professional Relationships:** Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.

**Elaboration of this standard**

* Engage in reciprocal, collaborative learning-focused relationships with:
  + learners, families and whānau
  + teaching colleagues, support staff and other professionals
  + agencies, groups and individuals in the community.
* Communicate effectively with others.
* Actively contribute, and work collegially, in the 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.

**Note: This standard is closely linked with the Treaty of Waitangi standard. Refer to the Quality Practice Template for** [**Teachers**](https://akopanuku.tki.org.nz/assets/ResourceFiles/QPT-ToW-Teachers.docx)**,** [**Kaiako**](https://akopanuku.tki.org.nz/assets/ResourceFiles/QPT-ToW-Kaiako.docx) **and/or** [**Leaders**](https://akopanuku.tki.org.nz/assets/ResourceFiles/QPT-ToW-Leaders.docx) **for additional elaborations to support engaging in relationships.**

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| **In our school, the quality practices leaders will use that connect with this standard are:** | **This practice is:** | | **The evidence we will use that demonstrates these quality practices includes:** |
| **optional/**  **essential** | **new/**  **established** |
| We will review our communication policy and policies to ensure that we are communicating regularly with whānau in ways that are appropriate and about things that are important to them.  Why? *So that* whānau and members of our local community are always kept up to date and informed about what has happened, what is happening and what will be happening at school. It also is an opportunity to profile and showcase highlights and accomplishments of our students. | Essential | Established | * School website. * School Facebook page. * School newsletters and communications through platforms like SeeSaw and Class Dojo. * All staff (teachers and leaders) have a profile/biography published on our school website. The profiles for classroom or form teachers are printed and sent home to parents/whānau at the beginning of each year. |
| We will find ways to provide clear and regular assessment data to parents/whānau and students (beyond the twice-yearly). We will invest in relevant and appropriate platforms to enable ongoing and regular communication of assessment data.  Why? *So that* parents/whānau and students are well informed about student progress. |  |  | * Feedback from staff identifying that they feel supported to understand and implement the principles of assessment for learning * Feedback from parents/whānau appreciating the frequent and meaningful communication of assessment data they receive about their child/ren. |
| We will create and allow for opportunities for two-way communications with whānau. We will actively extend an open invitation to whānau to interact and contribute to our school ways of being, doing and knowing. We will be visible in and around the school before and after school.  Why? *So that* whānau are fully involved and informed, and are valued for their contributions to our school culture. | Essential | Established | * Parent/whānau feedback identifies that they are comfortable contacting a school leader when they need/want to (and it is easy for them to do this). * Regular and ongoing contributions by leaders into the school platforms like SeeSaw and Class Dojo. |
| We will set an explicit expectation that all staff know and utilise the established key networks (when they need to) including contacts in our local community.  Why? *So that* our relationships are more sustainable; we are able to value everyone’s contribution, and ensure that we are informed when we enter into discussions. | Essential | New | * Teachers can identify who they need to contact in the community when they need support (e.g. kuia/kaumātua from local marae, the iwi education liaison officer) * Staff attendance records for attening the hui ā-tau by Ngā Kura ā-Iwi o Aotearoa or Te Runanga Nui o ngā Kura Kaupapa Māori |
| We will ensure all teachers understand and utilise the established process for collaborative planning sessions with colleagues to share, discuss and analyse/plan learning outcomes across year levels/ classrooms/ yndicates/ departments. We will participate in collaborative planning, to ensure the strategic direction, values and principles of our school are cognisant and explicit in all planning for teaching and learning.  Why? *So that* planning for teaching and learning is connected and progressive across our school, and we can identify and utilise strengths across our teaching teams. | Essential | Established | * School calendar identifies collaborative planning sessions, including Teacher Only Days and Staff Meetings * School wide planning is connected and progressive. * Planning identifies links to school priorities, student targets and our values and principles. |