**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/or different practices than those suggested below.

**TEACHING:** Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

**Elaborations of this standard**

* 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.
* Specifically support the educational aspirations for Māori 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.

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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** |
| * I will lead discussions with kaiako and the kura community about the notion of “equity” and “excellence for all”.   Why? So *that* we can develop a definition of excellence that reflects the aspirations of the kura whānau, and shared understanding of what equity look like in teaching practice in our kura. These definitions and understandings will inform our vision, charter, and annual planning in the coming year. | Essential | New | Staff Meeting Notes  BoT Discussions  School charter and strategic plan  Annual plan |
| * I will provide regular opportunities through our staff meetings and staff chat forums for kaiako to share new things that they have tried to better support student progress.   Why? So *that* I am setting a clear expectation that kaiako will expand their knowledge of teaching and assessment in order to better support student outcomes. | Essential | Established | Staff meeting notes  Staff forum |
| * I will work with the leadership team to develop a kura-wide assessment and monitoring strategy that includes regular touchpoints with whānau and students.   Why? So that we are providing a structure and system to support kaiako to monitor student progress and provide regular feedback to ākonga so that they are able to identify their next learning steps. | Essential | New | Monitoring and assessment strategy |
| * I will actively seek kaiako feedback and input into the development of the assessment and monitoring strategy by providing regular opportunities at staff meetings and holding a special meeting to wānanga the strategy with kaiako.   Why? So *that* we find agreement on what shared practices are core to the way we want to teach, assess, and monitor in this kura, and to identify any barriers to implementation. | Essential | New | Collegial Feedback |
| * I will make time each month to meet with different staff about their teaching practice and the challenges they are experiencing.   Why? So *that* I can actively support and problem-solve with kaiako to strengthen teaching and assessment practice across the school. | Essential | Established | Collegial Feedback  Board reports |
| * I will share a leadership challenge that I am working through on the staff chat forum each month.   Why? So *that* I am role-modelling my expectation of continuous improvement and reflection of our practice as teachers and leaders. | Optional | New | Staff forum |