**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 wellbeing 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 teachers 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 share assessment information regularly with teaching colleagues, ākonga and whānau.  Why? *So that* whānau are confident that they are receiving reliable information and can ask questions about the progress of their children. Students understand their own progress and can discuss their next steps with the teacher. | Essential | Established | * Student voice * Notes from regular student focus groups. Our focus groups consist of students from a range of ages, achievement and progress, Māori, Pasifika. |
| We will extend an open invitation to whānau to interact, contribute and share in decision-making around topics for our termly teaching and learning. We will hold student-led conferencing sessions twice a year with parents/whānau.  Why? *So that* ākonga know that they have a mutual responsibility along with their teachers, in sharing what they are learning at school with their whānau. So that whānau are fully involved and informed, and are valued for their contributions to what is being taught and learned at school. | Optional | New | * Whānau voice from the conferencing evaluations. * Log of contact records maintained to capture what I learners as a result of that interaction with home/parent. * Photos with reflections around the difference made by engaging with students outside of school, for example student voice “thanks for supporting our team at the game on Saturday, it means a lot to me that you came.” * Two-way communications through tools such as SeeSaw, Class Dojo, Facebook or Google Classroom which involve questions, comments and discussions from parents * Student portfolios of their learning and progress. |
| We will utilise the established key networks 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 | * Meetings and wānanga at local Marae. * Teaching programme is aligned with the iwi education strategy by incorporating teaching goals that reflect the iwi education goals. * Meeting, interacting and networking with other kaiako. |
| We will use our established process for collaborative planning sessions with colleagues to share, discuss and analyse/plan for learning outcomes across year.levels/classrooms/syndicates/departments.  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 | * Designated dates in school calendar for collaborative planning sessions, including Teacher Only Days and Staff Meetings. |
| We will convene each term in our syndicates/departments to undertake data analysis. Through this process, we will identify target groups of students to cater for special needs of students and refer to external agencies as necessary. Will will also keep whānau fully informed.  Why? *So that* we are fully informed and aware of the individual targeted needs of students and we share information to ensure whānau are informed and involved in decisions about their child’s education. | Essential | Established | * Information about target groups of students. * Information about referrals to specific external agencies e.g. RTLBs, Whānau Ora. * Professional conversations/discussions with whānau related to addressing the special needs of their child. * Targeted assessment activities. * Teacher reflections on teaching practice. * Formal conversations with coach/mentor/senior leader about learning and achievement information for all students including those with special needs. |