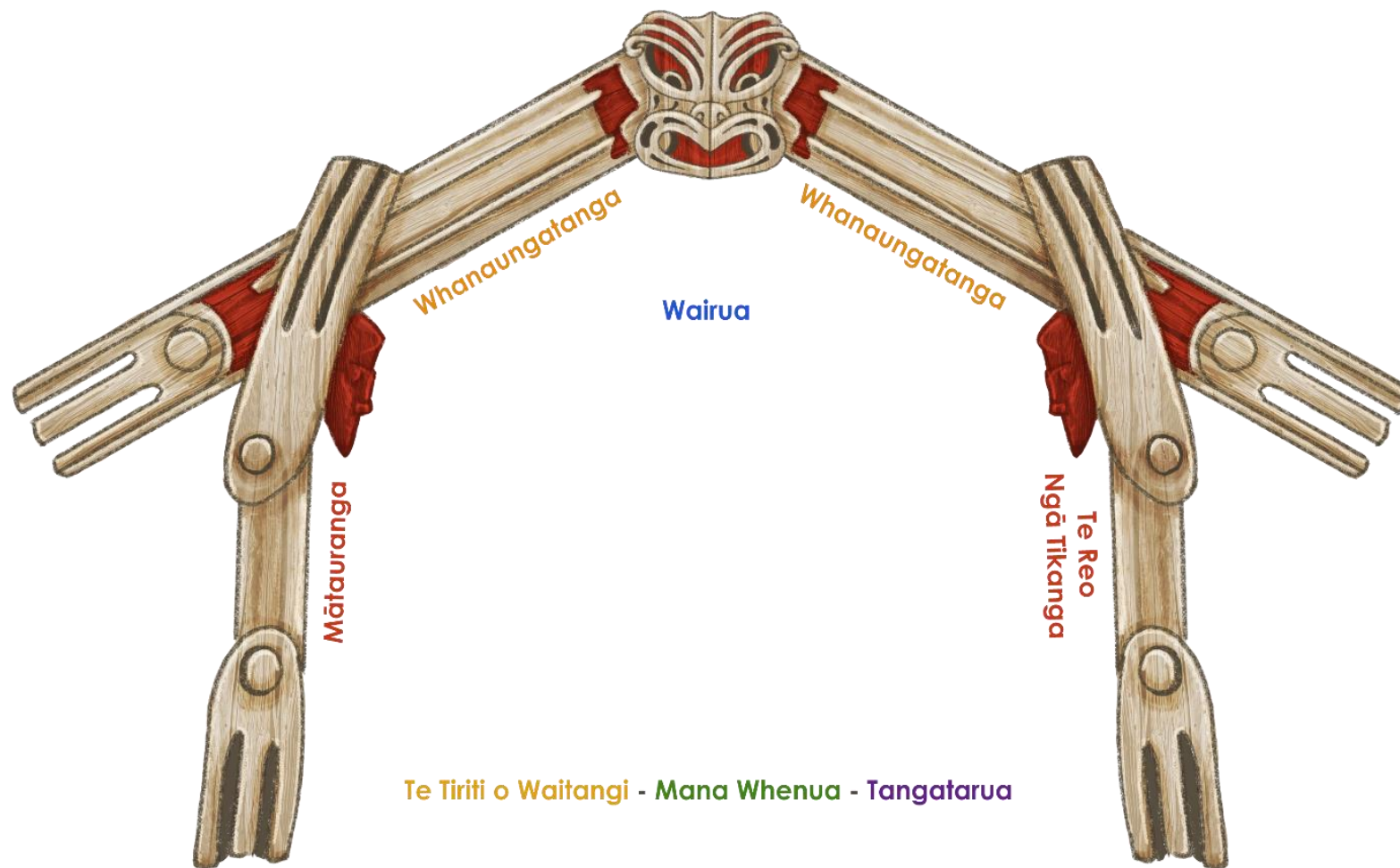# Key Teaching Practices

Key Teaching Practices (KTPs) are a component of Initial Teacher Education (ITE) programmes. The KTPs for our programmes were determined in collaboration with our teaching community and are designed to provide assurance that Student Teachers are ready to begin teaching by the end of their ITE programme. They are discrete practices, aligned to the Standards for the Teaching Profession, observable and measurable and capture essential aspects of practical and professional work. They are high priority in the sense that they represent key aspects of in the work with children and young people that beginning teachers should be able to undertake independently from their first day of teaching as a registered and provisionally certificated teacher.

Student Teachers will be expected, when asked, to provide evidence of having met the KTPs below by the end of their programme. They are scaffolded towards this through the indicators below that provide for progression towards the KTPs. The indicators are also used to summatively assess competence on teaching experiences. To pass their teaching experiences in the first half-year, Student Teachers must undertake the KTPs with direct supervision or indirect supervision (as indicated below) by the programme's midpoint. To pass their teaching experiences in the second half-year Student Teachers must undertake the KTPs independently (as indicated below) by the end of the eight-week final teaching experience.

Te Waharoa

Our ITE programmes are framed by Te Waharoa and Te Tiriti o Waitangi, and these are reflected in our KTPs. They emphasise:

- **Mātauranga** – our programmes are underpinning by te ao Māori, emphasising criticality and insisting on depth of knowledge
- **Te mana o te whenua** – our programmes are culturally located and place-based
- **Te reo me ngā tikanga** – our programmes build and sustain te reo and tikanga
- **Tangatarua** – our programmes foster tangata whenua and tangata Tiriti identities and aspirations, including those of Pacific and migrant communities
- **Whanaungatanga** – our programmes promote inclusion, relationality, and collective success
- **Wairua** – our programmes enhance the spirit of education, including creative and embodied learning.

Whanaungatanga

Whanaungatanga

Wairua

Mātauranga

Te Reo
Ngā Tikanga

Te Tiriti o Waitangi - Mana Whenua - Tangatarua

Te Waharoa	1. Te Tiriti o Waitangi Partnership | Te Hononga Pātui i Raro o Te Tiriti o Waitangi	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Mātauranga	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	1. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand	o Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm Māori learners as Māori within a learning design	• Have a critical understanding of Te Tiriti and describe how they are going to enable it into their teaching • Demonstrate an understanding of the impact of Te Tiriti partnership on teaching practice for learners • Build learner and learning focussed relationships with whānau • Link the cultural contexts of ākonga with learning
Tangatarua		2. Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi	o Embed mātauranga-a-iwi within the conceptual focus of a learning domain	• Demonstrate understanding of tikanga and a genuine desire to learn about Māori values • Authentically incorporate local knowledge and place-based learning into teaching and learning
Te reo me ngā tikanga		3. Practise and develop the use of te reo and tikanga Māori	o Model the use of te reo and tikanga Māori in all aspects of the learning and teaching programme	• Demonstrate commitment to growth in te reo, tikanga, knowledge of Te Ao Māori and apply this across the curriculum • Share pepeha confidently • Continually and actively develop proficiency in te reo, tikanga and kaupapa Māori

Te Waharoa	2. Professional Learning | Akoranga Ngaiotanga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Mātauranga	Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	4. Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources	o Provide evidence of ongoing critical reflection that enhances learning and wellbeing for a group of learners	• Use critical reflection to improve practices and pedagogies • Show a growth mindset and learn from mistakes when things are difficult (e.g. when a lesson has not gone to plan) • Learn from mistakes rather than blaming or internalising
Whanaungatanga		5. 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, languages, and cultures		• Use a critical lens and theoretical knowledge bases to adapt to diverse centres/schools
Wairua		6. Engage in professional learning and adaptively apply this learning in practice	o Collaborate with colleagues in open, critical, and respectful professional discussions to implement and evaluate new ideas for ākonga learning	• Engage in self-directed professional development • Participate in school-organised staff training and professional learning
Tangatarua		7. 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		• Draw on a theoretical knowledge bases to continually grow professional competence
Te mana o te whenua		8. Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem		• Show initiative, self-starting, independence and a strong desire to improve performance by acting on regular reflections

		solving and learning focused collegial discussions		• Identify where and how to ask for help when solving complex problems

Te Waharoa	3. Professional Relationships | Ngā Hononga Ngaio	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Whānaungatanga	Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	9. 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	o Participate with a learner, their whānau and colleagues in robust and respectful dialogue for the benefit of a learner's achievement	• Build and demonstrate authentic and professional relationships with tamariki and their whānau and colleagues that are learner and learning focused • Explain multiple ways of working collaboratively with whānau • Participate in activities that involves the school's tikanga
Te reo me ngā tikanga **Tangatarua**		10. Communicate effectively with others	o Follow processes and systems within a setting to address a professional or ethical dilemma. o Contribute to processes that enable respectful relationships to be maintained and learners to be heard and understood	• Work well as part of a team - raise issues, seek support and discuss professional matters with others • Demonstrate an ability to facilitate respectful and accessible challenging conversations • Demonstrate a high level of communication skills that contribute to effective relationships • Demonstrate negotiation skills and be able to compromise • Explain and demonstrate strategies and approaches for building respectful relationships • Know processes and systems to access support for learners, their whānau, colleagues and self

				- Use te reo Māori in conversations and to build relationships - Demonstrate a strong understanding of tikanga Māori in conversations and relationship building
Whanaungatanga		11. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility	○ Apply proactive strategies to meet professional responsibilities and enhance personal wellbeing	- Support and contribute to leadership within the team and school. - Positively contribute to effective team culture - Take responsibility for proactively managing personal wellbeing
Mātauranga		12. Communicate clear and accurate assessment for learning and achievement information	○ Contribute to assessment gathering process within a class and/or teaching team	- Share assessment data with colleagues and, where appropriate, with whānau and ākonga - Use appropriate assessment gathering tools - Evaluate, select, and use a range of appropriate assessment tools

Te Waharoa	4. Learning-Focused Culture | He Ahurea Akoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Tangatarua	Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety	13. Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning	○ Articulate an appreciative understanding of individual learners' identities, contexts, and prior knowledge	- Explain and demonstrate how to prioritise actively getting to know all ākonga - Justify and explain the use of a range of teaching strategies that account for learners' identities, contexts and prior knowledge

				• Explain and demonstrate strategies and approaches that ensure learners are heard and understood
Whanaungatanga		14. Foster trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks		• Describe how a safe learning environment is created and maintained by both student teacher and associate/mentor teacher • Establish a safe learning environment that fosters and celebrates inclusion and diversity
Mātauranga		15. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs	o Use all available resources, expertise, and professional learning opportunities to respond appropriately to a child/young person's additional learning needs	• Establish and maintain effective routines aimed at building a learning focused culture
Wairua		16. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural, and emotional safety	o Develop a learning and teaching strategy to address the limitations and maximise the affordances of a physical and digital learning environment	• Demonstrate adaptability in shaping teaching strategies to maximise resources and opportunities of specific physical environments
Tangatarua me Whanaungatanga		17. Create an environment where learners can be confident in their identities, languages, cultures, and abilities	o Explore diverse ways of working with all ākonga, including Pacific learners in order to sustain languages, cultures and identities	• Proactively foster and privilege voices of all ākonga, including Pacific learners • Proactively develop and foster relationships with all ākonga, including Pacific ākonga to sustain their languages, cultures and identities
Tangatarua		18. Develop an environment where the diversity and uniqueness of all learners are accepted and valued		• Evaluate and select resources with the aim of supporting Pacific learners' cultures, languages and identities • Show evidence of teaching strategies that aim to support and sustain Pacific ākonga languages, cultures and identities

| Mātauranga | | 19. Meet relevant regulatory, statutory, and professional requirements | | • Through a portfolio or another medium, maintain up-to-date records of own professional development, document meetings (including minutes and action points) with mentor/associate teacher, and build evidence for each elaboration of the Standards |

Te Waharoa	5. Design for Learning | Te Hoahoa Akoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Mātauranga	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	20. Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners	o Design a series of differentiated learning experiences for children/young people with wide ranging competences o Participate within a teaching team to critically assess the contribution of theory, research evidence and the curriculum to a learning design	• Create differentiated learning including the use of digital technologies for differentiation. • Select appropriate content and resources in response to diverse ākonga learning needs • Use curriculum progressions to plan cohesive sequences of lessons. • Identify the PURPOSE, WHAT and HOW of learning and teaching • Design learning that provides opportunities for all ākonga to achieve at high levels • Prioritise ākonga needs when planning • Use planning templates effectively
Whanaungatanga		21. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to	o Interpret data to identify patterns in achievement for the purposes of differentiating learning	• Use a range of assessment tools to gather evidence on ākonga learning

		identify additional supports or adaptations that may be required		• Analyse assessment information from a range of sources to plan learning for all learners
Tangatarua		22. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand		• Show how learning design is embedded in local community contexts • Learning design contains, promotes, and values mātauranga Māori and supports Māori to achieve as Māori
Te mana o te whenua me Wairua		23. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners	o Know your ākonga as people and learners	• Provide evidence of knowing your learners' interests, backgrounds and communities, and show how this informs your learning design • Use a range of culturally responsive and inclusive teaching content, resources, and practices
Wairua me Mātauranga		24. Design learning that is informed by national policies and priorities		• Articulate how teaching and learning theories and national policies and priorities inform teaching decisions and how these operate in practice

Te Waharoa	6. Teaching | Te Whakaakoranga	Elaborations of the Standard	Our Key Teaching Practices	Students evidence competency by: discussing how… providing evidence to show… providing examples of…
Te mana o te whenua me Wairua	Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	25. Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all	o Demonstrate an awareness of all learners whilst working with a group/individual learners	• Select and shape teaching strategies that are responsive to the needs of individual learners • Establish an effective presence through mutually respectful relationships with ākonga

				- Circulate within classroom while being aware of the whole classroom - Respond to individual and group learning needs use appropriate behaviour management strategies - Explicitly teach domain-specific knowledge and skills - Apply and reflect on deliberate acts of teaching to focus ākonga on their learning potential and plan next steps - Communicate the PURPOSE, WHAT and HOW of learning and teaching - Co-construct learning intentions and success criteria with tauira - Establish a safe learning environment in line with school policies, approaches and values - Demonstrate an awareness of all learners while working with individuals/groups
Te mana o te whenua me Wairua me Whanaungatanga me rāuā kō te reo me ngā tikanga		26. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori		- Identify how, where, and when to collaborate with Māori to plan for Māori ākonga success - Demonstrate whanaungatanga, tangatarua and Te Waharoa in practice - Implement a culturally located and place-based learning environment - Establish a learning environment that specifically supports the educational aspirations for Māori learners and whānau

Mātauranga me Whanaungatanga		27. 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	o Apply structures, strategies and routines to maximise learning opportunities and make the purposes of and connections in learning visible	• Use questioning and active listening to ask learning-focused questions • Implement personalised learning • Develop a 'Plan B' to adapt teaching in response to emerging learning needs within a lesson • Select and shape teaching strategies that are responsive to the needs of individual learners • Use knowledge of how ākonga learn • Manage lesson pace and structure to account for both diverse learning needs and the needs of the class as a whole • Use differentiation to design instructional strategies to meet the needs of ākonga • Develop more than one way to explain a concept • Consider scenarios for different situations and identify possible strategies to address these • Use wait time, physical presence and modulate pitch and tone of voice to maximise learning • Evaluate and use a range of behaviour management strategies to promote a positive and focused learning environment • Implement appropriate behaviour management strategies that are positive and restorative
Te mana o te whenua me Mātauranga		28. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning		• Use prior learning to link to current learning • Build on existing knowledge to connect with current learning

Whanaungatanga		29. Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning		• Demonstrate good organisational and time management skills • Establish own teaching style within expected routines and norms • Group ākonga effectively for learning • Provide opportunity for a range of individual, group, and whole class work • Establish teaching practice that enables learner agency
Mātauranga		30. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning	o Flexibly adapt lessons or learning sequences to respond to assessment information that emerges within learning and teaching	• Use a range of assessment strategies to inform planning and next steps and to track progress • Recognise the next steps in ākonga assessment • Flexibly adapt associate/ mentor teachers' plan in response to class needs or changing priorities over time
Wairua			o Provide feedback to children/young people that identifies their next steps or new directions for learning	• Provide feedback to ākonga based on the individual or group learning focus (and criteria if appropriate) • Provide valuable, meaningful feedback and feedforward during or at the end of the lesson