EDUCATION COUNCIL
NEW ZEALAND | Matatū Aotearoa

Te hononga pātui i raro o Te Tiriti o Waitangi
Te Tiriti o Waitangi partnership

Akoranga ngaiotanga
Professional Learning

Te whakaakoranga
Teaching

Ngā hononga me ngā whanonga ngaiotanga
Professional Relationships

Te hoahoa akoranga
Design for Learning

Te ahurea akoranga
Learning-focused Culture

Selected resources to support teachers to explore the Standards for the Teaching Profession

Contents

Te Tiriti o Waitangi partnership / Te hononga pātui i raro o Te Tiriti o Waitangi

Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.

- 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.

Me whakaatu i te ngākau nui ki te tikanga o te tangata whenuatanga me te hononga pātui i raro o Te Tiriti o Waitangi, i Aotearoa.

- Me mārama, ā, me mōhio ki te mana ahurei o te tangata whenua i Aotearoa nei.
- Me mārama, ā, me whakaae ki ngā hītori, ki ngā tukuihotanga, ki ngā reo me ngā ahurea o ngā hoa pātui i raro o Te Tiriti o Waitangi.
- Me whakamahi, ā, me whanake i te reo me ngā tikanga Māori.

When exploring this standard, you may find it useful to consider the following resources:

- For background information about Te Tiriti, view the resource on Te Ara Encyclopedia of New Zealand Te Tiriti – the Treaty.

- The NZ Curriculum Online: The Treaty of Waitangi page on TKI provides information, tools, examples and resources related to the Treaty of Waitangi principle in The New Zealand Curriculum.

- Tātaiako: Cultural Competencies for Teachers of Māori Learners (PDF) provides examples of the competencies in practice.

- View the guiding principles of The Māori Education Strategy: Ka Hikitia – Accelerating Success 2013–2017.

- This page on Te Whāriki online, Identity, language and culture provides key ideas, stories, examples, reflective questions and further resources.

- The frameworks for bicultural education – He anga mō te mātauranga ahurea rua described in Kei Tua o Te Pea illuminates the work of Rangimarie Turuki (Rose) Pere, Graham Smith, Ted Glynn, Russell Bishop and Jenny Ritchie.

- View a wide range of information, resources and links on the website of Te Taura Whiri i te Reo Māori – the Māori Language Commission.

- The Māori Maps website provides maps, information and photographs of tribal marae throughout Aotearoa New Zealand.

- Reedy, T. (2013). Toku Rangatiratanga nā te Mana-Mātauranga: Knowledge and Power Set Me Free …". In Weaving Te Whāriki: Aotearoa New Zealand's Early Childhood Curriculum Document in Theory and Practice, ed. J. Nuttall. Wellington: NZCER, p. 68.

- Bishop, R., O'Sullivan, D., & Berryman, M. (2010). Scaling up Education Reform: The Politics of Disparity. Wellington: New Zealand Council for Education Research.

- Pere, R. (1982). Ako: Concepts and learning in the Māori tradition. Working Paper No. 17. Department of Sociology: University of Waikato.

Ako Aotearoa National Centre for Tertiary Teaching Excellence https://akoaotearoa.ac.nz/ has numerous resources related to Te Tiriti o Waitangi.

Professional learning / Akoranga ngaiotanga

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- 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, languages 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 education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

Me whakamahi i te pakirehua, i te hīraurau hopanga ngātahi me te akoranga ngaio hei whakapakari i te āheinga ngāio e whai pānga ana ki te akoranga me te paetae o te katoa o ngā ākonga.

- Me patapatai, ā, ka whakaaro i ia te wā, ki te tōtika o ngā mahi mā te whakamahi i ngā taunakitanga mai i ngā tūmomo mātāpuna.

- Me whakamātau me arohaehae i ōku ake whakapae me ōku whakapono, tae atu ki ōku whakapono ahurea, me te whai pānga o ēnei ki ngā mahi me te paetae o ngā ākonga he rerekē ō rātou pūmanawa me ō rātou matea, he rerekē ō rātou whakatipuranga me ō rātou ira tangata, ō rātou tuakiritanga, tae atu ki ō rātou reo me ō rātou ahurea.

- Me uru atu ki ngā akoranga ngaiotanga, ka āta whakahāngai i tēnei akoranga i roto i ngā mahi.

- Me mōhio ki ngā rangahau me ngā auahatanga o te wā e pā ana ki ngā kaupapa akoranga; ki ngā tikanga whakaako; ki te whakaako i ngā ākonga kanorau tae atu ki ngā ākonga hauā, ki ngā ākonga me tautoko ō rātou matea; ā, me ngā take whānui e pā ana ki te mātauranga.

- Me rapu, ā, ka whakautu i ngā whakahoki kōrero a ngā ākonga, a ngā hoa mahi me ētahi atu o ngā mātanga mātauranga, ka mutu, me uru ngātahi atu ki ngā hīraurau hopanga me ngā matapaki a ngā hoa mahi e arotahi ana ki te akoranga.

When exploring this standard, you may find it useful to consider the following resources:

- The Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES) by Timperley, Wilson, Barrar & Fung, published by the Ministry of Education on Education Counts, illuminates professional learning for teachers that strengthens valued outcomes for diverse learners.

- This booklet – Teacher Professional Learning and Development (PDF) – published by The International Academy for Education, succinctly synthesises the research on teacher professional learning and development.

- The NZ Curriculum Online: Teaching as Inquiry page on TKI provides a range of ideas, resources and tools to support the teaching as inquiry process.

- Page 16 of Te Marautanga o Aotearoa (PDF) describes Te Hurihanga Whakaako Pakirehua Me Te Waihanga Mātauranga.

- This paper by Timperley, Kaiser and Halbert (2014) A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry (PDF) is profiled on this page on the Educational Leaders TKI website, with a summary, reflective questions and further references.

- The Best Evidence Cases, published by the Ministry of Education on Education Counts, include 32 cases from across the best evidence synthesis publications, which bring together research evidence about 'what works' for diverse learners in education.

- This page, Collaborative Cultures – Learning is the Work on the TKI Educational Leaders website, provides links to Michael Fullan's article Learning is the Work and a short video, a summary of the article and a series of reflective questions.

- Collaborative inquiry and working that challenges thinking and practice by the Education Review Office describes the features of effective collaborative inquiry.

- This article by Jenni Donohoo, Fostering Collective Teacher Efficacy: Three Enabling Conditions provides comment on Rachel Jean Eells Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement.

- In this short video, Viviane Robinson talks about mindsets that are open to learning from evidence and experience.

- The Student voice – Whakatupuhia te reo, whakatupuhia te taumata website defines student voice as 'the intentional collection and use of student's thinking and feedback on their learning and using these voices to inform and improve teaching, learning and school wider decision-making'. The website contains a range of resources, rubrics, and case studies related to student voice.

- The Power of Conversations: Developing Expertise through the Analysis of Practice (PDF) by Helen Timperley (2011)

- This page on Educational Leaders explores Teachers as learners, summarising the work of Stoll, McKay and Kember, and Cochrane-Smith and Lytle.

- What Works Best in Education: The Politics of Collaborative Expertise (PDF) by John Hattie

- O'Connor, A. & Diggins, C. (2002). On reflection: Reflective practice for early childhood educators. Wellington, New Zealand: Open Mind Publishing.

- Bishop, R., & Berryman, M. (2010). Te Kotahitanga: Culturally responsive professional development for teachers. Teacher Development, 14, 173–187.

- Donohoo, J. (2013). Collaborative inquiry for educators. A facilitator's guide to school improvement. Sage.

- Parr, J., & Timperley, H. (Eds.). (2010). Weaving evidence, inquiry and standards to build better schools. Wellington. NZCER Press.

- Timperley, H. (2011). Realizing the Power of Professional Learning. Berkshire, England:. Open University Press

- Earl, L., & Timperley, H. (2009). Understanding how evidence and learning conversations work. In L. Earl & H. Timperley (Eds), Professional learning conversations: Challenges in using evidence for improvement. Cambridge: Springer.

Professional relationships / Ngā hononga ngaio

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- 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.

Me whakaū, ā, me whakapūmau i ngā hononga ngaio me ngā whanonga e arotahi ana ki te akoranga me te whaioranga o ia ākonga.

- Me whai hononga-akoranga i runga o te mahi ngātahi:

  - ki ngā ākonga me ngā whānau

  - ki ngā hoa kaiako, ki ngā kaimahi tautoko me ētahi atu o ngā mātanga ngaio

  - ki ngā pūtahi, ki ngā rōpū me te tangata takitahi o te hapori.

- Me tōtika te whakawhiti kōrero ki ētahi atu.

- Me mātātoa te whai wāhi, te mahi ngātahi ki te whakapakari i āku ake whakaritenga mahi, me te whakaatu i tōku taha kaihautū, i roto tonu i ngā wāhanga haepapa e kawea ana e au.

- Me whakawhiti i ngā aromatawai mō te akoranga me ngā kōrero paetae i runga o te mārama me te tika.

When exploring this standard, you may find it useful to consider the following resources:

- The Education Council's Code of Professional Responsibility (PDF) sets out the high standards for ethical behaviour that are expected of every teacher. The Examples in Practice (PDF) resource explores these further.

- This report – Education for Māori: Relationships between schools and whānau from the Office of the Auditor General brings together information about relationships between families and schools.

- This resource - Educationally powerful connections with parents and whānau – developed by the Education Review Office, summarises the findings of an evaluation of successful working relationships where schools, with parents, had helped students move onto a successful pathway.

- The Engaging parents, whānau, and community section on TKI NZ Curriculum Online provides helpful research and examples of effective practice. There are also a range of school stories on the Home-school partnerships site on Enabling e-Learning.

- This paper – Evaluation indicators for school reviews (2011): A commentary on engaging parents, whānau and communities (PDF) – by Mere Berryman is a background paper prepared for the review of the Education Review Office's Evaluation Indicators for School Reviews.

- Tuia te here tangata: Making meaningful connections is a 2014 Education Review Office report which identifies a range of good practices across puna whakatapu.

- The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis Iteration was authored by Fred Biddulph, Jeanne Biddulph and Chris Biddulph and published in 2003.

- Joined-Up: A Comprehensive, Ecological Model for Working with Children with Complex Needs and Their Families/Whanau (PDF) is review of the literature carried out for the New Zealand Ministry of Education.

- The School evaluation indicators: Effective practice for improvement and learner success (PDF), Evaluation Indicators for Education Reviews in Te Aho Matua Kura Kaupapa Māori (PDF) and He Pou Tātaki - How ERO reviews early childhood services describe how the Education Review Office defines effective organisation practice across a range of education settings.

- Wellbeing for Success: Effective Practice is a report from the Education Review Office which details practices that promote wellbeing for all students. This report complements an ERO resource developed for schools to help them improve student wellbeing – Wellbeing for success: a resource for schools.

- PISA 2015: New Zealand Students Wellbeing is a report published in 2017 on findings from 15-year-olds from the 2015 Programme for International Student Assessment (PISA)

- This page on TKI Enabling e-Learning – Professional Learning Communities – provides a range of resources.

- School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis, written by Viviane Robinson, Margie Hohepa and Claire Lloyd, synthesises research studies to identify what leadership actions make the greatest difference.

- The Framework for effective information sharing within Assessment Online sets out the principles for effective information sharing and their expected outcomes, supported by evidence from research, policy and regulations.

- Aromatawai – Assessment in te reo Māori provides links to available assessment tools and reports on assessment in te reo Māori.

- Book 5: Assessment and learning: Community – Te aromatawai me to ako: Hapori from Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars.

- Alton-Lee, A., Robinson, V. H., Hohepa, M., & Lloyd, C. (2009). Creating educationally powerful connections with families, whānau, and communities. School leadership and student outcomes: Identifying what works and why; Best Evidence Synthesis Iteration. Wellington: Ministry of Education. p 169

- Katz, S., Dack, L. & Earl, L. (2009). Networked learning communities: Fostering learning for teachers and the students. Principal Connections, 12, 3-12

- Absolum, M. (2006). Clarity in the Classroom: Using formative assessment. Auckland: Hachette Livre NZ.

- Robinson, V. (2011). Student-centered leadership. San Francisco: Jossey Bass.

- Dalton, J. (2010). Learning Talk 2: Build the Culture. Melbourne: Hands on Educational Consultancy Pty Ltd.

- Hargreaves, A. & Fullan, M. (2012). Professional capital: Transforming teaching in every school. New York, NY: Teachers College Press.

- Bryk, A. & Schneider, B. (2003, March). Trust in schools: A core resource for school reform. Educational Leadership, 60(6), 40- 45.

Learning focused culture / He ahurea akoranga

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

- 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 in which it is safe to take risks.

- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.

- Manage the learning setting to ensure access to learning for all and to 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 the diversity and uniqueness of all learners are accepted and valued.

- Meet relevant regulatory, statutory and professional requirements.

Me whanake i tētahi ahurea akoranga e arotahi ana ki ngā āhuatanga o te whakaaro nui, o te whai wāhi, o te aroha, o te mahi ngātahi me te noho haumaru.

- Me whanake i te whanaungatanga i roto i ngā mahi ako i te taha o ngā ākonga, e āhei ai rātou ki ngā mahi hihiri i roto i te tukanga akoranga, me te whai mana whai haepapa mō ā rātou mahi akoranga.

- Me whakatītina i te pono, i te whakaaro nui me te mahi tahi i te taha, i waenga o ngā ākonga kia rongo ai rātau i tētahi taiao ka taea te mahi tūpono i roto o te haumarutanga.

- Me whakaatu i ngā whāinga tiketike e pā ana ki ngā hua ako mō te katoa o ngā ākonga, tae atu ki ngā ākonga whai hauātanga, whai matea akoranga rānei me mātua tautoko.

- Me whakarite i te taiao akoranga kia āhei tonu ai te whai wāhi o te katoa ki te ako, ka mutu, ka tino tau te haumarutanga ā-tinana, ā-papori, ā-ahurea, ā-whatumanawa.

- Me waihanga i tētahi taiao e tū māia ai ngā ākonga i runga o ō rātou tuakiritanga, ō rātou reo, ō rātou ahurea me ō rātou pūmanawa.

- Me whanake i tētahi taiao e whakaaetia ai, e kaingākautia ai te rerekētanga me te ahureitanga o ngā ākonga katoa

- Me whakatutuki i ngā whakaritenga ā-ture, ā-ngāiotanga.

When exploring this standard, you may find it useful to consider the following resources:

- Developing Focused Learning Focused Relationships on Assessment Online on TKI.

- The Principles of Assessment for Learning page on TKI describes the conditions which create a learning focused culture.

- The OECD's publication The Nature of Learning (PDF) includes seven principles of learning. These are explored within a New Zealand context on this page on NZ Curriculum Online.

- The OECD Handbook for Innovative Learning Environments (2017) is designed for those "looking for succinct frameworks and practical tools to help them to innovate in their own settings."

- Success for All (PDF) explains how the Ministry of Education defines and describes inclusive education and the values that underpin inclusive education.

- This website on TKI dedicated to inclusive education and NZC Online has this section dedicated to inclusive practices. Also see the resource Learning better together. Working towards inclusive education in New Zealand Schools (PDF) published by the IHC in 2009.

- Inclusive practices for students with special education needs in schools is a report published by the Education Review Office which examines how well students with special education needs are included in New Zealand schools.

- Book 9: Inclusive assessment – Te kāhui aromatawai from Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars.

- This page on NZC Online provides a range of resources which help teachers to explore the principle of cultural diversity.

- Tātaiako: Cultural Competencies for Teachers of Māori Learners (PDF) – Education Council of New Zealand and the soon to be published Tapasā - cultural competencies framework provide examples of the competencies in practice.

- The Pasifika Education Community on TKI provides a range of resources focused on effective ways to engage with Pasifika parents, families and communities as well as links to the Pasifika Education Plan.

- Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing (PDF) published by the Education Review Office in 2013.

- Mason Durie's Te Whare Tapa Whā is also helpful to consider in relation to Māori ākonga wellbeing as is Te Wheke (PDF) a model developed by Ros Pere.

- This resource page from the Positive Behaviour for Learning (PB4L) site on TKI outlines a number of resources to support restorative practices.

- This resource page from Grow Waitaha contains a number of links to resources focused on developing a collaborative approach to teaching and learning including video resources featuring Andreas Schleicher, Michael Fullan and Julia Atkin.

- In this TED talk, Carol Dweck, outlines a summary of her research about growth mindset. This is fully described in her book Mindset: The new psychology of success (2006).

- The key components to creating effective collaborative teaching and learning environments (PDF) is the Master's thesis of Neill O'Reilly, the former principal of Waitākiri School.

- Bevan-Brown, J., Berryman, M., Hickey, H., Macfarlane, S., Smiler, K., & Walker, T. (2015). Working with Māori children with special education needs. He mahi whakahirahira. Wellington: NZCER.

- Bishop, R. & Glynn, T. (1999). Culture counts: changing power relations in education. Palmerston North: Dunmore Press Ltd.

- Smith, A. B. (2007). Children and young people's participation rights in education. International Journal of Children's Rights, 15, 147–164.

- Nuthall, G. (2007) The hidden lives of learners. Wellington: NZCER Press.

- Quaglia, R. J., & Corso, M. J., (2014). Student Voice: The Instrument of Change. Thousand Oaks, CA: Corwin.

Design for learning / Te hoahoa akoranga

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.

- 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 that reflect the local community and Tiriti o Waitangi partnership in New Zealand.

- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

- Design learning that is informed by national policies and priorities.

Me hoahoa ngā mahi akoranga e ai ki te marautanga me te whai mōhiotanga ki ngā tikanga whakaako, ki ngā kōrero aromatawai, ā, me te mārama ki ngā pūmanawa, ki ngā hiahia, ki ngā matea, ki te tuakiri, ki te reo me te ahurea o ia ākonga.

- Me whiriwhiri i ngā huarahi whakaako, i ngā rauemi, ā, me ngā mahi akoranga, aromatawai, i runga o te matatau ki ngā kaupapa marautanga, ki ngā tikanga whakaako, ki ngā taumata akoranga, ā, ki ngā ākonga hoki.

- Me kohi, me tātari, ā, ka whakamahi i ngā kōrero aromatawai tōtika, hei tāutu i te haere whakamua me ngā matea ako o ngā ākonga, kia mārama ai te whakahoahoa i ngā huarahi akoranga o muri iho, ā, hei tāutu i ngā tūmomo tautoko me ngā whakarerekētanga rānei ka hiahiatia.

- Me hoahoa, ā, me whakamahere i ngā huarahi whai taunakitanga, ka mutu kei te hāngai tonu ki te ahurea, e kitea atu ai te hapori ā-rohe me te hononga pātui i raro o Te Tiriti o Waitangi, i Aotearoa.

- Me whītiki i ngā taonga whai rawa ka mauria mai e ngā ākonga mā te whakarato taiao ahurea e rata ai, e whai wāhi atu ai ngā ākonga ki ēnei.

- Me mōhio ki ngā kaupapa here me ngā kaupapa matua ā-motu.

When exploring this standard, you may find it useful to consider the following resources:

- Te Whāriki Online, Te Marautanga o Aotearoa ā-Ipurangi, and The New Zealand Curriculum Online are the sites of the key resources related to the curricula for early childhood and the compulsory sector which are key reference points when designing learning.

- Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration by Adrienne Alton-Lee (2003) published by the Ministry of Education on Education Counts. This best evidence synthesis produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes.

- Rukuhia Rarangahia is a position paper, which sets out a high-level conceptual approach to assessment in the context of Māori-medium education in Aotearoa New Zealand.

- This report, Supporting future-oriented learning and teaching—a New Zealand perspective by Bolstad and Gilbert with McDowall, Bull, Boyd and Hipkins (2012) discusses principles for future learning and how these could look in future practice.

- The OECD's Global competencies for an inclusive world (PDF) outlines the proposal for assessing young people's understanding of global issues and attitudes towards cultural diversity and tolerance as part of the Programme for International Assessment (PISA).

- The Cultural Diversity page on TKI New Zealand Curriculum Online explores the cultural diversity principal of The New Zealand Curriculum.

- The Pasifika Education Community on TKI provides a range of resources focused on effective teaching for Pasifika learners.

- Using Evidence for Learning on Assessment Online on TKI provides detailed information about gathering evidence, working with data, reading and analysing data and target setting.

- Universal Design for Learning (UDL) is a research-based framework that helps plan learning to meet the diverse needs of all students. The Universal Design for Learning Guide on the TKI Inclusive Education site introduces UDL and illustrates the UDL guidelines in a New Zealand context.

- This Position Paper: Assessment (Schooling sector), published by the Ministry of Education in 2011, builds on the paper Directions for Assessment in New Zealand – Developing students' assessment capabilities (Absolum, Flockton, Hattie, Hipkins and Reid, 2009)

- The role of formative assessment in effective learning environments by Dylan Wiliam is Chapter 6, of the OECD's report, The Nature of Learning (from page 135)

- Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning (in te reo Māori). These Early Childhood Exemplars' were developed to provide a resource based on a kaupapa Māori perspective and context. The focus of the resource is the assessment of Māori children in Māori early childhood settings.

- Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning (in English) – see note above.

- This 2015 report, Continuity of Early Learning: Case Studies of Assessment Practice is published on Education Counts.

- The Ministry of Education produces a Four Year Plan which sets of themes and priorities for education.

- Hattie, J. (2009). Visible learning. A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

- Berryman, M., Glynn, T., Walker, R., Reweti, M., O'Brien, K., Boasa-Dean, T., Glynn, V., Langdon, Y., & Weiss, S. (2002). SES Sites of effective special education practice for Māori 2001. Report to the SES Board and Executive Team. Specialist Education Services

- Bishop, R., & Berryman, M., (2009). The Te Kotahitanga Effective Teaching Profile. Set: Research Information for Teachers, 2, 27–33.

Teaching / Te whakaakoronga

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

- 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.

- 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 that 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.

Me whakaako me urupare ki ngā ākonga i runga o te matatau me te urutau kia neke whakamua ai te ako i te taumata me te kaha e tika ana mō ia ākonga.

- Me whakaako kia āhei ai te katoa o ngā ākonga ki te neke whakamua; ka mutu, me aroturuki te whānui me te rere o tā rātou ako, me te arotahi ki te whakaōritenga me te panekiretanga mō te katoa.

- Me mātua tautoko i ngā wawata mātauranga mō ngā ākonga Māori, me te kawe i te haepapatanga mō ēnei ākonga kia ekea te paetae angitu mātauranga e ngā ākonga Māori.

- Me whakamahi i te whānuitanga o ngā tūmomo rautaki, huarahi whakaako, wheako akoranga, ngā rautaki hangarau me ngā rautaki aromatawai mō te akoranga, ā, ka whakarerekē i ēnei i runga o te urupare ki ngā matea o te hunga takitahi me ngā rōpū ākonga.

- Me whakarato i te whai wāhi me te tautoko kia taea ai e ngā ākonga te whai, te whakamahi me te whakahāngai i ngā akoranga hou ki ngā horopaki rerekē, ā, me te kite i te whai pānga o ēnei ki ngā akoranga o mua.

- Me whakaako kia āhei ai ngā ākonga ki te ako mai i a rātou anō, kia taea ai e rātou te mahi ngātahi, te whakarite i ā rātou anō, ā, me te whanake i te haepapatanga mō ā rātou mahi akoranga.

- Me mōhio ka whakawhiwhia ngā ākonga, i ia te wā, ki ngā whakahoki kōrero me ngā pārongo aromatawai me te tautoko i a rātou ki te whakamahi i ēnei mōhiotanga hei ārahi i ngā akoranga o muri iho.

When exploring this standard, you may find it useful to consider the following resources:

- The BES Exemplars: Quality Teaching/Ngā Kete Raukura – Ngā Tauira: He Ako Reikura are published by the Ministry of Education on Education Counts. The exemplars highlight the potential for disciplined innovation to accelerate systemic improvement in areas of need in schooling.

- Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration – by Adrienne Alton-Lee (2003) is published by the Ministry of Education on Education Counts This best evidence synthesis produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes.

- The Assessment Online website on TKI provides help for teachers in gathering, analysing interpreting and using information about students' progress and achievement. The emphasis is on the formative use of assessment to improve students learning and teachers' teaching.

- Te Whāriki Online, Te Marautanga o Aotearoa ā-Ipurangi, and The New Zealand Curriculum Online are the sites of the key resources related to the curricula for early childhood and the compulsory sector. These websites each provide a wide range of resources, examples and case studies of effective teaching practices.

- Tātaiako: Cultural Competencies for Teachers of Māori Learners (PDF) – Education Council of New Zealand provides examples of the competencies in practice.

- The Future-focused learning section on enabling e-Learning provides information about how teachers can be future-focused in their approach to teaching and learning.

- The report by Coe, Aloisi, Higgins and Major (2014) What makes great teaching? Review of the underpinning research published by the Sutton Trust, "identifies the elements of teaching with the strongest evidence of improving attainment".

- This resource by John Hattie, published by Pearson asks, 'How can we ensure that every student achieves at least one year's progress for one year of school'.

- This page from Assessment Online – Effective Feedback – provides information, resources, and professional readings.

- Using Classroom Data to Give Systematic Feedback to Students to Improve Learning by Carol Dwyer and Dylan Wiliam

- This page 'Black Box' articles provides links to a series of articles published by education researches and specialist in the area of formative assessment, featuring the work of Black, Wiliam and other researchers.

- The Nature of Learning – Using Research to Inspire Practice (PDF) from the OECD's Centre for Educational Research and Innovation provides a short practitioner guide focused on how the learning sciences can inform teaching and learning.

- Authentic Learning – What, Why and How? (PDF) is an article from e-Teaching which explores 'authenticity' in learning.

- Learning about Teaching. Initial Findings from the Measures of Effective Teaching Project (PDF) is a research report from the Bill & Melinda Gates Foundation.

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- Cohen, E. & Lotan, R. (2014). Designing groupwork: Strategies for the heterogeneous classroom (3rd ed). Teachers College Press: New York

- Absolum, M. (2006). Clarity in the Classroom: Using formative assessment. Auckland: Hachette Livre NZ.

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- Clarke, S. (2001). Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom. London: Hodder and Stoughton.

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