

## Template - Quality Practice – Cross Sector Examples for a QPT using a Tapasā lens

Standard	Elaborations of the standard	What quality practices do you use in your setting that connect with this standard?	What evidence do you use that demonstrates these quality practices?
<p><b>Te Tiriti o Waitangi partnership</b></p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>	<p>Use te reo and tikanga and link Pacific learners to identify culture.</p> <p>Teachers and learners prepare their own pepeha to share with each other.</p> <p>Pacific aspirations part of strategic planning/annual plan/allocation of resourcing.</p> <p>Pacific values, culture and community reflected in the culture of the school. Teachers design a curriculum that is reflective and responsive so that students see themselves reflected in the school context.</p> <p>Teachers actively seeking knowledge and understanding of the various Pacific contexts through learners, whānau*, community** and resources.</p> <p>Learners, families*** and teachers co-design what Pacific success looks like in an authentic New Zealand context.</p> <p>Design a curriculum that is reflective and responsive to the learners and their communities.</p> <p>Engage learners in authentic learning contexts so that they build a strong understanding of tangata whenua and learn what partnership looks like in their practice.</p> <p>*aiga (Samoan), kainga (Tongan), tau magafaoa (Niuean), ānau (Cook Islands Māori) , kaiga (Tokelauan)</p> <p>**fa’alapopotoga, komiuniti, tau ma’aga, matakeinanga, whakalapopotoga Tokelau</p> <p>***aiga, fāmili, tau magafaoa, kopū tangata, kaiga</p>	<p>Diversity is reflected in the environment, displays, language, routines</p> <p>Analysed self-reflections (teacher and learner) at regular intervals to inform teachers of their efficacy.</p> <p>Planning includes context</p> <p>Respectful and meaningful conversations can be observed</p> <p>Learners are confident to communicate co-constructed conversations based on new learning - talanoa</p> <p>Learners and families participate in events outside the classroom/centre</p>



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<p><b>Professional Learning</b></p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>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</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>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.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>	<p>Demonstrate a belief in collaborative learning ensuring a shared approach, meeting regularly with learner/staff/community** for the shared vision.</p> <p>Analyse your own cultural beliefs so that you may gain an awareness of other belief systems and foster an acceptance of cultural values other than your own.</p> <p>Reflect on learner behaviours: demeanour/participation/attendance/outcomes so that you may evaluate individual learner's participation in your classroom/centre.</p> <p>Create space and time to be a reflective practitioner</p> <p>Develop the ability to learn from formal and informal professional learning opportunities directed and self-driven. Reciprocal based learning so that you support the learning of the classroom/centre and learn from it.</p> <p>Create an appreciative, strengths- based pedagogy of learners.</p> <p>Be engaged in community. Ensure a wide perspective of education is evident in your classroom/centre; build the concept of lifelong learning.</p> <p>Develop and connect in a learning journey.</p> <p>**fa'alapotopotoga, komiuniti, tau ma'aga, matakeinanga, whakalapotopotoga Tokelau</p>	<p>Document stories and use learning experiences in classroom/centre.</p> <p>Learners are happy, engaged in motivated learning</p> <p>Planning shows documented stories and use of learning experiences in classrooms/centres</p>



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<p><b>Professional relationships</b></p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> <li>learners, family and whānau</li> <li>teaching colleagues, support staff and other professionals</li> <li>agencies, groups and individuals in the community.</li> </ul> <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<p>Use multiple modes of communication to support the wellbeing and learning of all learners.</p> <p>Consistently greet people when you see them (with a smile).</p> <p>Understand that when parents do not respond straight away, it does not necessarily indicate a lack of interest. It can be a sign of respect.</p> <p>Create opportunities to converse in different contexts eg. fono, over shared food, at a beach, parks or community events (neutral events). Use these opportunities to engage in talanoa with families**/ communities**.</p> <p>Know how to connect at your first meeting with parents.</p> <p>Understand learners have multiple names and identities based on relationships.</p> <p>Invite Pacific parents to share their knowledge (pronunciation of names, diversity of background etc).</p> <p>Organise food for large groups and fono/events that support our setting.</p> <p>**fa'alapotopotoga, komiuniti, tau ma'aga, matakeinanga, whakalapotopotoga Tokelau</p> <p>***aiga, fāmili, tau magafaoa, kopū tangata, kaiga</p>	<p>Communication shows you know who/what the Pacific resources are in the community</p> <p>Pacific ways of being, doing, and knowing is evident in documentation and in practice</p> <p>Engagement of Pacific parents in all areas of school/centre</p> <p>Talanoa used in Fono</p> <p>See and hear different languages in school/centre</p>



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<p><b>Learning-focused culture</b></p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>	<p>Know the learner, where they are from, their family background and their migration story.</p> <p>Correctly pronounce learners' names.</p> <p>Teachers can share their own migration/origin story so that the learners feel valued and empowered to share more of themselves. The outcome of this will be an inclusive and collaborative classroom/centre environment.</p> <p>Facilitate (listen and ask) the right questions/responses to engage learners.</p> <p>Acknowledge that teaching /learning is a reciprocal relationship.</p> <p>Shared food is used for conversation. Come into our space and see our hospitality.</p> <p>Acknowledge people who come to school are giving us their time. It is our way of being*. Food is a fair exchange.</p> <p>* Tū ma Āga, Ulunga'anga, Aga faka Niue, Tū tangata, Na tū ma aga</p>	<p>Diversity is reflected in the environment, displays, language, routines</p> <p>Analysed self-reflections (teacher and learner) at regular intervals to inform teachers of their efficacy.</p> <p>Planning includes context</p> <p>Respectful and meaningful conversations can be observed</p> <p>Learners and families participate in events outside the classroom/centre</p>



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<p><b>Design for learning</b></p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>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.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Design learning informed by national policies and priorities.</p>	<p>Gather learner and community voice when creating school and centre based curriculum, so that learners and community** are empowered.</p> <p>Develop meaningful relationships to co-design planning with learners and community to ensure culturally responsive content and pedagogy and improved outcomes for all learners.</p> <p>Observe learners and talk with them about their learning.</p> <p>Pacific pedagogical practices evident in curriculum and centre/ classroom. This will ensure that the curriculum is responsive and reflects that learner/whānau* knowledge is valued.</p> <p>Know the stories of the people in your place or context so the curriculum is responsive, relevant and aspirational.</p> <p>**fa’alapopotoga, komiuniti, tau ma’aga, matakeinanga, whakalapopotoga Tokelau</p> <p>*aiga, kainga, tau magafaoa, ānau, kaiga</p>	<p>Planning which starts with learner and community experiences and knowledge</p> <p>Relational time away from the classroom/centre</p> <p>Learners’ responses which demonstrate emotional engagement</p> <p>Learner blogs, self-reflection classroom environment that show the impact of learning and next steps</p>



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<p><b>Teaching</b></p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<p>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.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>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.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>	<p>Demonstrate the value you give to story/context, tell your story to make connections, maintain interest and ongoing engagement with learners to strengthen positive relationships</p> <p>Use every opportunity to share your personal/real side. Make being connected something you spend time on in order to ensure strong professional relationships.</p> <p>Integrate value and respect in student and whānau* knowledge into classroom/centre learning by providing the time/space/opportunity.</p> <p>Teaching is responsive to the other 'worlds' of the learner e.g. sport, cultural and community events (by watching, listening and participating).</p> <p>Recognise and undercut stereotypical/default ideas about Pacific people by exploring the diverse histories of our Pacific nations (including myths and legends).</p> <p>Meet with families*** outside of school to engage and learn what is working for them, what's not working and changing accordingly. This could include community events/home visits.</p> <p>Provide opportunities for learners' communities** to come into classroom/school so that they feel validated and included. Be a learner.</p> <p>Engage in informal conversations with parents, whānau to strengthen relationships.</p> <p>**fa'alapotopotoga, komiuniti, tau ma'aga, matakeinanga, whakalapopototoga Tokelau</p> <p>***aiga, fāмили, tau magafaoa, kopū, kaiga</p>	<p>Respectful and meaningful reciprocal relationships</p> <p>Cultures are represented visually/verbally. Have a learning environment which reflects the learners, as well as the teacher</p> <p>Learners who are proud, confident and willing to share themselves with you</p> <p>Impact of time spent on learners evidenced in organised, focused and sustained learning activity</p> <p>Work which reflects student choice, interest, background etc</p> <p>Whānau* are engaged as evidenced in their communication with the school/centre and in their understanding of the progress their learners are making</p> <p>*aiga, kainga, tau magafaoa, ānau, kaiga</p>

