**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 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** |
| * I will identify, review, implement and evaluate a range of teaching approaches (theories, strategies, technologies) to meet the needs of all my learners.   Why? So *that* my I am continuing to increase my repertoire of teaching approaches to meet the needs of all of my learners. Also, to extend my knowledge and practice around building off prior learning, growth mindset and developing critical thinking in learners. | Essential | New | Learner achievement data  Professional Learning Plan  Self-reflection Journal  Planning identifies new teaching approaches. |
| * I will monitor student progress and make decisions in my teaching to ensure that every student is progressing toward their goals/aspirations, including the aspirations of their whānau.   Why? So *that* I am confident that my learning programme is adapting to better support each learner to achieve the outcomes they want, including Māori learner and whānau aspirations for success as Māori. | Essential | Established | Whānau Meeting Minutes  Planning will identify monitoring points (focus, times, data forms, strategies). |
| * I will provide learners with regular feedback and assessment information to support their ongoing progress.   Why? So *that* they understand the progress they are making and, together, we will be able to identify their next learning steps. | Essential | New | Learner Feedback  Learning Plan |
| * I will actively increase my knowledge of assessment for learning strategies and discuss with my colleagues.   Why? So *that* I am using an increasing repertoire of assessment approaches and assessment for learning becomes more clearly embedded in my practice. | Optional | New | Collegial Feedback  Professional Development Plan  Planning is informed by formative assessment. |
| * I will plan and provide opportunities for learners to learn from each other.   Why? So *that* learners understand that working collaboratively can lead to better learning; that they all have something to learn from each other, and to be a good learner means accessing learning from everyone around you. | Essential | Established | Lesson Planning  Learner Feedback  Peer Feedback |
| * I will encourage ownership by learners for their learning, by providing independent learning tasks that are scaled in independence and difficulty.   Why? So *that* learners develop their capacity to engage in their learning without waiting to be directed. | Optional | Established | Professional discussions with colleagues and management  Planinng  Learner feedback |