**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.

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

**Elaboration of this standard**

* Understand and recognise of 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.

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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** |
| 1. We will make direct contact with all parents in our classes each term, sharing our planning ideas and inviting parents to share ideas and contribute to the programme in a way that suits them. Why? *So that* they know that we value their input and their children learn that we value their prior knowledge and the skills, experience and knowledge of their whānau. | Essential | Established | Termly communication to parents. (Documentation/teacher)  Whānau comments on Seesaw increasing relate to specific areas of the teaching and learning programme. (whānau voice). |
| 1. We will extend the range of everyday Māori language we use in the classroom.   Why? So that children learn that te reo Māori is a valued part of our national identity. | Essential | Established | Te Reo Māori language programme describing the extended range for this year and waiata.(Documentation)  Teacher reflections on how their Māori language knowledge is developing and how their students react. (Professional reflection/teacher voice).  Students speak with pride about the way we use te reo Māori at school. |
| 1. We will learn a local waiata and join with the children when they sing waiata.   Why? So that children learn that it is appropriate to recognise and acknowledge local iwi. | Essential | Established |
| 1. We will greet children and parents in Māori, in oral and written communications (inside and outside the classroom)   Why? *So that* we continue to strengthen the identity of Māori students and grow all students’ pride in our national identity. We will also be contributing to the revitalisation of te reo Māori. | Optional | Established | Examples of written communications. (Documentation)  Observations by whānau, children and peers. (Parent/peer voice)  Māori students and whānau feel comfortable and acknowledged in our school. |
| 1. We will provide opportunities for whānau to contribute to the planning of our teaching and learning programmes by:  * surveying whānau about their aspirations for their children * creating a database of whānau * starting up a log of whānau members who have skills and experience they are willing to share with tamariki.   Why? *So that* our relationships are more sustainable, we are able to value everyone’s contribute, and ensure that we are informed when we enter into discussions. | Essential | New | Survey of parents with analysis of responses and what we have done with those responses e.g., database/log. (Documentation/parent voice)  Whānau increasingly offer their expertise and share their aspirations for their children.  Teachers can articulate the aspirations of whānau for their students. |
| 1. We will collaborate and plan together around using Te Takanga o te Wā Māori History: Guidelines for Years 1-8 in our teaching programme.   Why? *So that* our students grow their appreciation of our country’s history and develop their sense of nationhood. <http://maorihistory.tki.org.nz/assets/Uploads/Te-Takanga-o-te-Wa-English.PDF> | Essential | New | Programme plan (Documentation)  Examples of student work and reflections. (Photos/student voice)  Students are able to express a view about our country’s history and how it has shaped who we are today. |
| 1. We will learn about a local story/history that we do not know already and collectively plan ways to recognise this in our teaching programme. Each kaiako will actively contribute their knowledge, ideas and suggestions to the discussion and planning.   Why? *So that* children and mana whenua know that we value their history, and their identity is strengthened. | Essential | New | Examples of student work and reflections (Photos/student voice).  Students express a sense of pride and belonging in where they are from. |
| 1. We will learn something new about the Treaty of Waitangi and its principles and discuss together what this means for us in our teaching practice.   Why? *So that* we have a greater understanding of our shared history as a country, and that our relationships with Māori students and their whānau are better informed, more authentic. | Optional | New | Meeting notes (Discussion/teacher voice)  Personal Reflections (Teacher voice)  Teachers can articulate the relevance of Te Tiriti o Waitangi to their role, and what they do in practice as a result. |
| 1. We will acknowledge and contribute to local environment and conservation issues through our Science programme.   Why? *So that* we are able to offer authentic learning for our students, strengthen our home-school partnerships and community-school partnership for the betterment of our students and the community. | Optional | New | Science programme plan. (Documentation)  Peer observations of science lessons. (Observations/ peer feedback)  Examples of student work and reflections. (Photos/student voice)  Students can explain what they are doing in Science, and why. |
| 1. We will ensure that we know the iwi affiliations of each of our Māori students.   Why? *So that* we are able to acknowledge our students appropriately and their sense of identity is supported by the school. | Optional | New | SMS includes iwi affiliations for all Māori students.  Māori students feel acknowledged and are proud of who they are. |
| 1. We will acknowledge our Māori students’ iwi affiliations in our reports to parents   Why? *So that* students and parents understand that we value their identity, and we strengthen that identity as the foundation for learning. | Optional | New | Reports of Māori students appropriately acknowledge their whānau and iwi.  Māori students feel acknowledged and are proud of who they are. |
| 1. We will build a relationship with a whānau that we do not know yet.   Why? *So that* we can better support their children’s learning at home and at school. | Optional | New | Personal reflection. (Teacher voice)  Whānau participation in school events. (Observation and teacher reflection).  Whānau feel comfortable talking about their children’s learning with the teacher. |
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