



Teaching Practice List – July 2015 Version

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Relationships/ Whānaungatanga

Team / Mahi-a-rōpū	
<p>The teaching team works together to support children, families, and each other.</p> <p>Ka mahi tahi te rōpū kaiako hei tautoko i ngā tamariki, i ngā whānau me rātou anō.</p>	1. Teachers have positive and respectful interpersonal interactions with each other.
	2. Teachers plan for and engage in social interactions with all members of the team (e.g., teachers, support workers, administrative staff, regular relievers) to build a sense of community.
	3. Teachers plan for and coordinate roles and responsibilities to provide continuity for children or to address challenging behaviour as needed.
	4. Teachers communicate to ensure a consistent approach to learning and behaviour is used with children across teachers.
	5. Teachers care for self and each other's well-being to be able to better support children.
	6. Teachers reflect on and share their own cultural positioning/ perspective to encourage open discussion of and respect for multiple world views and experiences.
	7. Teachers have open and honest communications about personal and professional issues or challenges to ensure concerns are addressed in a timely fashion.
	8. Teachers reflect on and share their personal and professional journey of bi-cultural practice with other teachers to create an open, learning focused climate and a shared understanding of bi-cultural practice.
	9. Teachers share information about children's learning and behaviour and knowledge about families frequently during informal and formal discussions (e.g., on the go, beginning and end of the day).
	10. Teachers, in collaboration with the community, establish a shared vision for the centre that is enacted in practice.
Families / Ngā Whānau	
<p>Teachers build partnerships with families to support them and their child.</p> <p>Ka hāpai ngā kaiako i te whanaungatanga hei tautoko i ngā whānau me ā rātou tamariki.</p>	1. Teachers show respect to families and welcome them in the centre.
	2. Teachers get to know families personally, use their names, and develop meaningful connections.
	3. Teachers actively invite and involve families in children's learning and the activities of the centre.
	4. Teachers learn families' aspirations for their child and child's learning and re-visit these with families periodically.
	5. Teachers recognise and appreciate difference between teacher's and family's aspirations and values for a child.
	6. Teachers seek information and knowledge about the child, family, daily life, life events, and culture using a variety of strategies.

	7. Teachers learn about and reflect families' lives, experiences, and culture in the activities, displays, and events that occur in the centre.
	8. Teachers share information with families about their child's learning and daily activities and provide ideas for continuing the learning at home.
	9. Teachers gain information from families about learning at home to continue the learning at the centre.
	10. Teachers make themselves available, offer guidance, share information and connect families with resources and services (as appropriate) to support them and their child.
Community & Culture / Hapori me te Ahurea	
<p>Teachers create an atmosphere that promotes diversity of community and culture as an integral part of children's learning.</p> <p>Ka whakarite ngā kaiako kia hāpai o tēnā hapori me tēnā, me tēnā ahurea hei tino wāhanga o te ako a ngā tamariki.</p>	1. Teachers connect with local community members and community organisations to support children's learning (e.g., inviting community members into the centre and taking children into the community for learning).
	2. Teachers support exploration, appreciation, and celebration of different cultures and languages with children.
	3. Teachers display pictures of children and families, with permission, in the centre with connections to their origins (where they come from) and culture.
	4. Teachers use the different languages of children and families to the extent they can and try to learn key words and phrases in these languages as appropriate.
	5. Teachers use a variety of resources to support children and families who have limited English.
	6. Teachers support family preference for their child to use/learn their home language or English in the centre.
	7. Teachers work towards supporting the correct pronunciation of all languages used in the centre.
	8. Teachers support children to take care of and show respect for others and their environment (centre, local community, and wider environment).
	9. Teachers learn about cultural and community values and beliefs of the children and families in the setting, in order to implement teaching practices in culturally relevant and respectful ways, recognising individual differences in communities and cultural groups.
	10. Teachers use a child and family's cultural capital/funds of knowledge to support the child's learning and the learning of others.
Connections with Māori / Ngā Tūhonohono ki te iwi Māori	
Teachers make Māori culture and language a	1. Teachers reflect on and are able articulate their practice in relation to the principles and articles of the Treaty of Waitangi.
	2. Teachers consult with mana whenua (those with local tribal or sub-tribal authority) around collective aspirations for children.

Teaching Practices to Promote Children Learning and Social-Emotional Competence

<p>visible, vibrant, and everyday part of children's learning.</p> <p>Ka whakarite ngā kaiako kia hāpai i te reo me ona tikanga kia hihiko kia kitea hoki ia rā ia rā.</p>	3. Teachers work with mana whenua to identify appropriate Māori cultural advisors for the centre.
	4. Teachers work with mana whenua and cultural advisors to ensure tikanga established for the centre and use of Māori resources is respectful and reflective of local iwi, hapū, whānau, and community.
	5. Teachers work with mana whenua and cultural advisors to ensure translation and pronunciation of Te Reo Maori is reflective of the dialect used by local iwi, hapū, whānau, and community.
	6. Teachers work towards supporting the correct pronunciation of Te Reo used in the centre.
	7. Teachers create environments that acknowledge, promote, and honour Te Ao Māori and actively use materials, resources, and activities to teach, show, and make the bi-cultural heritage of Aotearoa/New Zealand a living, vibrant, part of children's experience in the centre.
	8. Teachers engage children and families in Māori cultural activities and events as advised by mana whenua and cultural advisors to make connections between children and families and whakapapa (connections to land, sea, and sky).
Between Children / Ko ngāi tamariki	
<p>Teachers support children to take care of and show respect for each other.</p> <p>Ka tautoko ngā kaiako i ngā tamariki kia manaaki, kia whai ngākau tētehi ki tētehi.</p>	1. Teachers work with children to create a centre climate that promotes a safe, supportive, and caring learning environment for all children.
	2. Teachers structure activities and routines so there are frequent opportunities for social interaction, cooperative play and peers to work together throughout the day.
	3. Teachers point out children's strengths to other children and encourage positive talk and kind words among peers.
	4. Teachers encourage children to greet each other and make other children feel welcome.
	5. Teachers support children to understand and take responsibility for their own actions.
	6. Teachers look out for patterns of hurtful behaviour that are repeated and targeted to address potential bullying occurrences.
	7. Teachers help children take care of each other, show empathy and kindness and stand up for other children when needed.
	8. Teachers help children to be aware of the needs of the group, take responsibility for group behaviour and see their contribution to making a shared learning community.
	9. Teachers show children how to be defenders and supporters of other children who might need their help.
	10. Teachers help children to learn from each other and support children to share their knowledge and ideas with peers.

With Children / Me ngā tamariki	
<p>Teachers establish secure, caring, and trusting relationships with children.</p> <p>Ka whakarite ngā kaiako kia tika, kia atawhai, kia pono te whanaungatanga me ngā tamariki.</p>	1. Teachers ask questions about children's home lives and experiences and make connections between centre life and home life.
	2. Teachers get to know children's interests, strengths, and needs using a variety of strategies.
	3. Teachers interact with children at their level and make eye contact as appropriate.
	4. Teachers greet each child everyday.
	5. Teachers use children's names and help children learn each other's names.
	6. Teachers know something unique about each child and recognise strengths in every child.
	7. Teachers give physical and verbal comfort and affection to soothe children when they are upset or unsettled.
	8. Teachers share information about themselves and their interests and experiences.
	9. Teachers look out for children who are not likely to seek teacher time or attention and take care to connect with each child throughout the day.
	10. Teachers use a variety of strategies to celebrate children's accomplishments and proud moments (e.g., high-fives, hugs, praise, showing other teachers and children, sending information home to families).
	11. Teachers are aware of sensitive times for children (e.g., morning transition from home to centre) and work closely and responsively to ensure a sense of safety and security.
	12. Teachers are aware of children's connections to different staff and prepare and support children (and families) when there are temporary or longer term changes in staff.
	13. Teachers attentively listen to children's ideas and communications; if busy, teachers respond to children and let them know they will connect with them at a later point.
	14. Teachers keep commitments and promises to children and apologise if broken or amended.
	15. Teachers join children in play and have sustained conversations and interactions.
	16. Teachers have fun and can be playful with children.
	17. Teachers give children positive attention and communicate warm positive feelings toward children (for no particular reason other than to be with them).
	18. Teachers make sure departure is a pleasant experience for children and families (e.g., not rushed, hugs, good-bye, time to share).
	19. Teachers uphold children's sense of self and Mana in all interactions.

Environment/ Te Taiao

Global Planning, Set-up, Layout/ Te whakarite whānui	
<p>Teachers create an environment that is safe, engaging, and meaningful to children.</p> <p>Ka whakarite ngā kaiako i te akomanga kia haumarū, kia whakarekareka, kia whai tikanga hoki mō ngā tamariki.</p>	1. Teachers intentionally plan the environment based on children's interests and curricular learning goals to support engagement and holistic development.
	2. Teachers arrange and re-arrange the environment so learning areas and landscapes are inviting to children, create a smooth flow of movement, can occur without interruption, are not overly crowded, and allow children to have personal space if they choose.
	3. Teachers arrange the environment so children can engage in a range of different activity types (social/ independent, active/quiet) and learning experiences.
	4. Teachers arrange the environment so children can engage in play-based activities and move freely between activities and interest areas for a substantial portion of the day.
	5. Teachers arrange learning areas and landscapes in ways that promote children's creative and imaginative thinking, support exploration and discovery, and allow space for children's own endeavours.
	6. Teachers display the Treaty of Waitangi in the centre for children and families to see and make regular connections between the principles and children's learning and experiences.
	7. Teachers ensure a range of culturally relevant materials, resources, and content are included and integrated in the environment.
	8. Teachers regularly rotate or reorganise learning areas, landscapes, resources, and materials guided by children's interest and curricular learning goals.
	9. Teachers familiarise themselves with and seek out new learning experiences, materials, and resources to be able to support children in their learning.
	10. Teachers display kupu (words) and kīwaha (phrases) in Te Reo and English to encourage and support use of Te Reo for everyday greetings, comments, directions, questions, and conversations by teachers, children, and families.
	11. Teachers ensure equipment (materials, resources, structures, and furniture) is appropriately sized for children's use and at children's level, in good repair, relevant for children's interests and set up for children to easily engage in activities on their own.
	12. Teachers ensure that when using music or background music it is age-appropriate in cadence and lyrics to create an appropriate mood and atmosphere for the learning environment (this should include times without background music).

Activity Planning/ Mahere ngohe	
<p>Teachers design dynamic activities that support learning of skills, knowledge, dispositions, values, and attitudes.</p> <p>Ka hoahoa ngā kaiako i ngā ngohe hihiri hei tautoko i te ako pūkenga, i te mātauranga, ngā whanonga, ngā uara me ngā waiaro.</p>	1. Teachers design activities that build on children's interests and curiosities, and curricular learning goals to foster new skills and knowledge and strengthen learning dispositions, values, and attitudes.
	2. Teachers have identified learning outcomes for activities and learning areas that are linked to the curriculum.
	3. Teachers are flexible in how children engage in activities and follow children's lead.
	4. Teachers design activities and provide materials that support learning for children of different ages and abilities within the same activity.
	5. Teachers design dynamic activities that support integrated (holistic) learning (e.g., focus on multiple skills in the context of a functional activity) and engage children in multisensory learning (e.g., see, hear, touch, move, smell).
	6. Teacher use natural resources and engage children in gardening and other nature-based activities to foster connection with Papatūānuku (the land).
	7. Teachers provide opportunities and resources to engage in important cultural activities of Māori such as waiata, poi toa, kapa haka, sharing pūrākau (stories and legends), carvings, and weaving in authentic, meaningful, culturally connected, and respectful ways.
	8. Teachers create opportunities for children to practice new skills in multiple contexts (repetition with variety).
	9. Teachers provide regular group experiences (e.g., large/small group) to give children information about routines and events, introduce new activities and concepts, and build a sense of community.
	10. Teachers use a variety of activity formats (e.g., large/small group, free play, other play-based activities, buddy activities, routines, transitions) to support different aspects of learning.
	11. Teachers design activities to provide natural challenges for children and opportunities to be successful without adult help.
Support Active Engagement / Tautoko mahi	
<p>Teachers use a variety of strategies to get children actively engaged.</p> <p>Ka whakamahi ngā kaiako i ngā</p>	1. Teachers offer children choices about what activities they might get involved in.
	2. Teachers use visuals to give children information about the environment and activities to help children know what to do, learn new skills, and be independent.
	3. Teachers use their physical presence to reassure children and promote children's engagement.
	4. Teachers make positive, authentic, and specific comments on children's active engagement.

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rautaki whānui kia whakarekareka i ngā tamariki	5. Teachers offer ideas to extend children's play or teach/show them different ways to play or engage with an activity or resource.
	6. Teachers support children to access resources that might not be readily available to support and extend their play/work (by child request and by teacher offer).
	7. Teachers invite children to participate in a play activity or ask children if they (teacher) can participate before joining in ongoing play.
	8. Teachers use positively framed directions that are short, simple, and specific to give children guidance about how to select activities, use materials, solve problems or engage in appropriate behaviours.
	9. Teachers join children in 'messy' or unfamiliar play activities to support reluctant children to widen their comfort zones.
Rules and Behaviour Expectations / Ngā ture me ngā tūmanako	
<p>Teachers have established a clear and consistent set of positive expectations and rules for the centre.</p> <p>Kua whakarite ngā kaiako i tētehi rārangi tūmanako, me ētehi ture mō te kura.</p>	1. Teachers work with children and families to identify expectations, values or virtues that are linked to the centre's philosophy and help promote a positive climate for all children.
	2. Teachers visually display expectations, values or virtues where children and families can see them.
	3. Teachers help children learn how expectations, values or virtues are shown in different areas and activities through common rules.
	4. Teachers clearly explain the rules and expected limits and boundaries for behaviour in the setting.
	5. Teachers regularly discuss, review, and refer to expectations and rules with children.
	6. Teachers recognise that children may experience different behavioural expectations between the centre and other contexts, without judgement.
	7. Teachers support children to actively understand and use the expectations, values or virtues in their daily lives.
	8. Teachers provide guidance to children about how to follow rules in clear and specific terms that help children know what to do instead of what not to do.
Schedules, Routines & Transitions / Te wātaka	
Teachers provide a clear and consistent daily schedule that children	1. Teachers help children learn the daily schedule.
	2. Teachers prepare children for changes in the daily schedule.
	3. Teachers support children, families and new staff to use established tikanga in activities and routines (e.g., different cloths or mops for different purposes, no sitting on tables, waiata to open morning meeting, karakia mō te kai [give thanks for food], take part in mihimihi).

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<p>know and understand.</p> <p>Ka hoatu e ngā kaiako he wātaka tika kia mōhio, kia mārama hoki ngā tamariki.</p>	4. Teachers ensure the schedule allows for long uninterpreted periods of sustained play and engagement in child-initiated activities.
	5. Teachers engage children in regular hui (group meetings) with a clear purpose and rationale.
	6. Teachers ensure group times are flexible and responsive to the needs and age of children.
	7. Teachers ensure children understand the steps of regular routines and transitions and use visuals and guidance to support children as needed.
	8. Teachers prepare children for regular routines and transitions with verbal announcements or other visual or auditory cues.
	9. Teachers invite children to lead regular routines and transitions and support each other within the daily schedule.
	10. Teachers ensure there is flexibility in the daily schedule and the way regular routines are enacted to meet emerging needs or children's deep engagement in learning.

Social Emotional Teaching/ Whakahoahoatanga

Emotional Literacy / Aro ki ngā kare-ā-roto	
<p>Teachers establish a positive emotional climate in which teachers and children express and discuss their emotions.</p> <p>Ka whakarite ngā kaiako i tētahi akomanga pai kia whakaputa, kia kōrero hoki ngā kaiako me ngā tamariki i ō rātou kare-ā-roto.</p>	1. Teachers talk about their own feelings and model (talk-aloud) what they do when they have different feelings.
	2. Teachers acknowledge and validate children's feelings.
	3. Teachers actively teach children about different emotions and feelings.
	4. Teachers actively teach children how to recognise emotions in themselves and others.
	5. Teachers actively teach children how to appropriately express their emotions.
	6. Teachers comment on or ask questions about how children are feeling.
	7. Teachers verbally re-visit emotional experiences with a child to help the child understand their feelings, reaction, and possible responses next time.
Social Problem Solving/ Whakatau Puehu	
<p>Teachers teach children to resolve social conflicts.</p> <p>Ka whakaako ngā kaiako i ngā tamariki kia whakatau puehu.</p>	1. Teachers ensure all children have the opportunity to express themselves when a social conflict has occurred.
	2. Teachers support children to resolve social conflicts by providing language, guidance, and encouragement.
	3. Teachers actively teach a set of 'problem-solving steps' for children to use when a social problem occurs.
	4. Teachers notice and comment on when children have been 'successful problem-solvers' during a social conflict.
	5. Teachers make judgements throughout the day about how they will respond to social conflict between children in ways that are personalised to the children involved, situation, and context.
Calming Down / Whakatau Wairua	
<p>Teachers teach children how to calm down when they are angry or upset.</p> <p>Ka whakaako ngā kaiako i ngā tamariki me pēhea e whakatau ai i te</p>	1. Teachers provide a quiet physical space children can choose to go to when upset to support emotional regulation.
	2. Teachers focus on helping children to feel safe and secure when very upset and recognise the best time to address a situation is when the child is calm and receptive.
	3. Teachers provide in-situ support and reassurance to help children calm down when they are upset or angry.
	4. Teachers actively teach children skills and strategies for calming themselves down when they are upset.
	5. Teachers follow-up with children who have been upset or angry after they are actively re-engaged.

wairua ina riri, pōuri rānei.	
Social Skills & Friendships / Pūkenga Whakahoahoa	
<p>Teachers support children to have positive social interactions with others.</p> <p>Ka tautoko ngā kaiako i ngā tamariki kia whakahoahoa tētehi ki tētehi.</p>	1. Teachers facilitate peer relationships and connections among children.
	2. Teachers use, display, and teach children whakataukī (proverbs) to share important knowledge and views of Māori that can guide children in their actions and interaction with others and in the social world.
	3. Teachers actively teach children about making and maintaining friendships (e.g., asking a peer to play, sharing toys, coming up with play ideas).
	4. Teachers actively teach children skills for group activities (e.g., waiting your turn, helping the team, how to join a group).
	5. Teachers support children to manage disappointment when things don't go their way.
	6. Teachers support children to pursue individual play and work activities in respectful ways (i.e., let a peer know that you don't want to play right now or share your materials).
Prevent/ Address Challenging Behaviour /Kia ū ki te pai	
<p>Teachers use a variety of pro-active strategies to prevent challenging behaviours and address behaviours that cannot be ignored.</p> <p>Ka whakamahi ngā kaiako i ngā rautaki atawhai hei arai i te haututū me te kaha aro anō hoki ki ngā mahi nanakia.</p>	1. Teachers spend one-on-one time with children who often present with challenging behaviour to build a sense of trust and better get to know children's positive qualities.
	2. Teachers consider factors that may contribute to a child's challenging behaviour to understand why the child might be engaging in the behaviour.
	3. Teachers give more attention to positive behaviours than to inappropriate behaviours.
	4. Teachers use structured choices to prevent or re-direct a child from engaging in challenging behaviour.
	5. Teachers tell a child in advance if their continued behaviour will have a consequence (i.e., warning); this includes a statement of what the child should do.
	6. Teachers carry out consequences in respectful ways using a calm and supportive tone while interacting with children.
	7. Teachers address behaviour by focusing on the action of concern, why it is of concern, and what to do instead, rather than a reflection of the child being good or bad.
	8. Teachers support children to re-engage after challenging behaviour has occurred.
	9. Teachers acknowledge, comment on, or celebrate children's positive behaviours after they have re-engaged.
	10. Teachers work together to develop a continuum of responses to challenging behaviours that are age-appropriate (i.e., from general guidance to logical consequences) and contextually appropriate.

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	11. Teachers ensure consequences are short and non-stigmatising and that team members respond consistently to a child's behaviours.
	12. Teachers help other children to know how to respond when another child exhibits challenging behaviour.
	13. Teachers actively work to address negative social reputations that children may develop as they are learning social skills or exhibit challenging behaviours.

Intentional Teaching/ Whakaako Whaitake

Make Learning Visible/ Kia mārama kehokeho	
<p>Teachers make children's learning visible.</p> <p>Ka whakarite ngā kaiako kia mārama kehokeho te ako a ngā tamariki.</p>	1. Teachers regularly revisit prior learning with children to extend current learning and thinking.
	2. Teachers use talk-aloud to narrate children's learning in context or to explain their own thinking about an activity as a model for children.
	3. Teachers state the learning intentions of an activity and/or ask children about their learning intentions for an activity.
	4. Teachers display the learning purpose(s) of current activity areas.
	5. Teachers display photos of children engaged in previous activities with statements of learning outcomes or children's statements of learning shown.
	6. Teachers ensure visual displays are updated regularly and create displays that support both children and families to see the learning that is taking place.
	7. Teachers transcribe children's spoken communication to share children's learning and thinking with others.
Active Teaching*/ Te tino whakaako	
(Actively teach* is used in other sections and includes the following teachers actions)	
<p>Teachers use active teaching strategies to support children's learning.</p> <p>Ka whakamahi ngā kaiako i ngā tino rautaki hei tautoko i te ako a ngā tamariki.</p>	1. Teachers break down learning objectives into teachable steps that are 1-2 steps ahead of what children can currently do (ZPD).
	2. Teachers use their knowledge of the child to make decisions about which active teaching strategies to use to support child learning, including the following:
	a. Teachers alter the design or demands of an activity (environment/ resource) to support a child's success or extend learning (make easier or harder).
	b. Teachers use peers as models and partners to support a child's learning.
	c. Teachers provide verbal guidance, as needed, when a child is learning from watching a peer.
	d. Teachers use a variety of show and tell strategies (e.g., model, demonstrate, use puppets) to support learning.
	e. Teachers have a range of materials, resources, and activities available and help children to access materials to support their learning.
	f. Teachers use video modelling and self-video modelling to show children examples of skills and behaviours in action and in context.
	g. Teachers use different types (verbal, visual, physical, and gestural) and intensities of prompting and cueing strategies to support a child's learning or ensure success, and fade supports over time.

	h. Teachers use positive forecasting statements and descriptive praise to support learning.
	i. Teachers encourage children's self-reflection of their own learning and give children feedback on their learning.
	j. Teachers use strategic commenting and open-ended questioning to encourage children's thinking and curiosity.
	3. Teachers consider the role of culture in learning and use teaching practices and strategies that will connect with the child's ways of knowing and being.
	4. Teachers allow sufficient time for children to respond to activities, materials, comments, questions, prompts, and/or directions, based on their knowledge of the child.
	5. Teachers recognise teachable moments and engage children using a variety of active teaching strategies to support and extend learning.
	6. Teachers use natural opportunities to introduce new language and concepts in the context of children's play to support learning.
	7. Teachers use a range of domain related terms and ideas to focus children's attention on domain concepts in ongoing play (literacy, arts, language, math, science, technology, social science, culture, and health/physical).
	8. Teachers embed learning opportunities/educational interactions (planned and spontaneous) in natural and logical activities, transitions, and routines through the day.
	9. Teachers create opportunities for children to practice and strengthen skills and abilities by designing additional activities or having them show other children or other teachers what they can do.
Assessment and Evaluation for Learning / Aromatawai me te arotake	
<p>Teachers use integrated assessment and evaluation practices to support learning.</p> <p>Ka whakamahi ngā kaiako i ngā aromatawai kōtuitui me ngā tikanga arotake hei tautoko i te ako</p>	1. Teachers use observations of everyday activities to build a picture of what children know, understand, feel, are interested in, and can do.
	2. Teachers use assessment processes that reflect a credit-based approach that pays attention to children's strengths, interests, and dispositions, while identifying their support needs and next steps for learning.
	3. Teachers use a range of approaches to gather assessment information.
	4. Teachers document children's learning in ways that are accessible for children and families (e.g., learning stories).
	5. Teachers ensure assessment summaries are available for children so that they can re-visit and share their learning.
	6. Teachers use assessment processes that include multiple perspectives, including the child's voice, that enhance interpretation and analysis of learning.

	7. Teachers consider and reflect a Māori worldview in assessment practices for children who are Māori and, when appropriate, for all children.
	8. Teachers discuss and communicate assessment information about children's learning formally and informally.
	9. Teachers gather and discuss evaluation information about the environment, activities, and teaching practices formally and informally.
	10. Teachers work collaboratively to use assessment and evaluation information to inform planning and teaching.
Deepen Children's Learning / Kia whanui to ako	
<p>Teachers use a variety of strategies to deepen children's learning.</p> <p>Ka whakamahi ngā kaiako i ngā rautaki huhua hei whakawhānui i te ako a ngā tamariki.</p>	1. Teachers support child-initiated project investigations and on-going inquiries.
	2. Teachers conduct their own research, as well as support children to research information about an interest, in order to be knowledgeable about the topic.
	3. Teachers encourage creativity and imagination in children's thinking and actions when exploring new ideas, problem-solving, playing, creating, or building. (<i>e.g., how else might we do that? what might happen if we...?</i>).
	4. Teachers focus children on the process of learning by commenting and questioning in ways that connect to children's working theories (<i>e.g., when a child gives an answer to a question, asking what made you think that or how did you figure that out?</i>)
	5. Teachers focus children on the process of learning by commenting and questioning in ways that connect to positive dispositions for learning (<i>e.g., you're really taking responsibility here, what will you do next?</i>)
	6. Teachers focus children on the process of thinking about their thinking to be strategic, effective learners (<i>e.g., help child plan, focus, and direct attention to complete a child-initiated learning task</i>).
	7. Teachers provide children with feedback and feed forward on their learning that acknowledges their efforts, success, and potential next steps.
	8. Teachers support children to consider their learning through different or multiple cultural perspectives (<i>e.g., how an important event or activity is experienced in different cultures</i>).
	9. Teachers integrate the use of technology (<i>e.g., laptops, ipads, computers, digital cameras</i>) into learning moments to strengthen, extend, or revisit children's learning (<i>e.g., see picture or watch video clip related to idea or research a topic</i>).
	10. Teachers engage in reciprocity in learning (co-construction) with children to learn together and develop shared knowledge through times of shared sustained thinking.

	11. Teachers acknowledge children's contribution to the teacher's own learning and the learning of others (i.e., position the child as the teacher).
	12. Teachers re-visit children's learning and accomplishments to affirm and celebrate as well as make connections to new learning formally and informally.
	13. Teachers support children to make connections between their learning and their social, cultural, and physical world.
Early Intervention / Aro ki te tangata (Additional supports for children with special needs)	
<p>Teachers use specialised practices to support inclusive education.</p> <p>Ka whakamahi ngā kaiako o ngā tino tikanga kia uru te katoa ki te mātaurangā.</p>	1. Teachers collaborate to identify when additional support/assessment is needed for a child
	2. Teachers use a range of assessment tools in consultation with families to identify children with special needs and make timely referrals to support early intervention.
	3. Teachers partner with wider teams (e.g., families, specialist staff, therapists, support staff) to develop an individual plan to support the child and family in the home, early childhood centre, and in the community.
	4. Teachers and teams provide support for the child in the context of meaningful and natural occurring activities, with a emphasis on play-based and routine activities, in the context of the home, early childhood centre, and in the community.
	5. Teachers identify necessary adaptations and modification to the physical environment and resources that support children's access, participation, and engagement.
	6. Teachers learn appropriate teaching strategies and techniques to support the child in the context of on-going activities in the centre.
	7. Teachers provide embedded learning opportunities, using intentional and systematic instruction, in the context of on-going activities in the centre.
	8. Teachers monitor and support child progress using regular and on-going play-based assessment and regularly share information among all team members, including families, specialist staff, therapists, support staff.
	9. Teachers monitor and support peer interaction and play to ensure all children develop meaningful connections and feel a sense of belonging.
	10. Teachers, in collaboration with the child's family, share information with other children and families that support inclusion and sense of community.

Competent and Confident Learners/ Ākonga Tū Māia

Personalise Learning/ Kia hāngai te ako	
<p>Teachers individualise learning experiences for each child.</p> <p>Ka whakahāngai ngā kaiako i ngā wheako akoranga ki tēnā tamaiti me tēnāi</p>	1. Teachers share information with each other and families to build a collective body of knowledge about a child, including the child's views.
	2. Teachers are guided by their knowledge of individual children for their planning and interactions with specific children.
	3. Teachers create a community where children are working on and towards different goals.
	4. Teachers make moment-to-moment decisions about instructional and interactional practices based on their knowledge of the child and context of the moment.
	5. Teachers support different learning goals and provide different levels and types of support to children within the same activity.
	6. Teachers have and communicate high-expectations for every child for daily and future activities and events.
Empower Identity & Agency in Learning/ Whakamana tuakiri o te tangata (An child's conception and expression of their own self and his/her capacity to act autonomously [<i>self-directed</i>])	
<p>Teachers empower children's identity and agency in their learning.</p> <p>Ka whakamana ngā kaiako i te tuakiri o te tamaiti me tana ako takitahi.</p>	1. Teachers encourage children to be leaders of their own learning through the provision of time, space and flexible routines.
	2. Teachers give children choices in different ways and throughout the day.
	3. Teachers provide children with real responsibilities (<i>e.g., tidy up, repair equipment, make displays, make decisions about activities or resources, care of pets or garden</i>) in the centre or during the daily activities or routines.
	4. Teachers check in with children to make sure they know what to do or have a plan for what they will do in different activities.
	5. Teachers give children opportunities to engage in, show or talk about their inner passions, strengths and dispositions.
	6. Teachers communicate high expectations but realistic messages about children's capabilities and potential (<i>e.g., acknowledging the role of hard work or persistence to achieve something</i>).
	7. Teachers support children to consider difference between themselves and others identify connections between others and self, and identify what is unique and special about themselves.
	8. Teachers support children to make connections between their sense of self and their social, cultural, and physical world.
Foster Resiliency / Whāngaia kia pakari (Capacity of children to adapt to adversity and come back stronger)	
	1. Teachers create a safe and trusting context to support children in trying new things, facing fears, and overcoming obstacles.

<p>Teachers foster resilience in all learners.</p> <p>Ka whāngai ngā kaiako i ngā ākonga kātoa kia pakari, kia ū ki te ako.</p>	2. Teachers encourage children to embrace challenges and to persevere with challenging tasks and activities and affirm children's perseverance.
	3. Teachers support and encourage children but do not rescue or save children from doing it themselves or trying.
	4. Teachers support children to understand it is okay to make mistakes and try again.
	5. Teachers help children learn strategies to maintain sense of self, identity, and esteem and deal with unpleasant situations.
	6. Teachers support children to understand that challenges and failures are a part of life and how to have productive responses when they occur.
<p>Nurture Community in Learning/ He marae te akomanga <i>(Poipoiā kia marae te ako)</i> (Capacity of children to act inter-dependently as part of a group or collective effort and to support each other learning together)</p>	
<p>Teachers nurture community in children's learning.</p> <p>Ka poipoi ngā kaiako i ngā tamariki kia mahi tahi me ētehi atu ahakoa ko wai.</p>	1. Teachers encourage open discussions about issues of fairness, social awareness, and social justice.
	2. Teachers support children to contribute to group projects, activities, and events.
	3. Teachers create opportunities for consensus decision-making and acknowledge the value of doing and being together.
	4. Teachers help children to see the value of learning from each other, learning together, and engaging in community.
	5. Teachers point out achievements that were only possible when children worked together.
	6. Teachers help children to recognise skills and abilities in other children and support them to access help from each other.
	7. Teachers show children how to identify when someone needs help or support and how to offer help or support to each other.
	8. Teachers support children to try new things by showing or telling them about what others have done or the journey of others before them.
<p>Develop Leadership/ Whakatipu rangatira <i>(Capacity of children to influence & empower others through actions & words toward a shared goal)</i></p>	
<p>Teachers support children to be leaders and take on leadership roles.</p> <p>Ka tautoko ngā kaiako i te tamaiti kia tū hei rangatira ā tōna wā.</p>	1. Teachers provide opportunities for children to take the lead in activities and routines guiding teachers and other children.
	2. Teachers encourage children to take risks and to be innovative.
	3. Teachers encourage and acknowledge the concept of tuakana teina when older children take care of and nurture younger children.
	4. Teachers create opportunities for each child to share their expertise and be role models.
	5. Teachers publically acknowledge, thank, and celebrate children when they act as teachers or leaders with others.