The Quality Practice Template: the Standards for the Teaching Profession at Dunedin Kindergartens

This template is not for individual teachers to complete as an appraisal record!

Getting to know the Standards for the Teaching Profession is essential for making appraisal valuable, manageable and learner-centred for all teachers and leaders. Knowing the standards and having a shared understanding of what they look like at your place allows you to focus your appraisal attention around your goals or inquiry.

Completing the Quality Practice Template together means you together with colleagues identify the Standards as practices in your context. It makes it easier to see the naturally occurring evidence available for discussion/analysis.

When it’s completed if you find it hard to undertake any of the agreed practices, you can speak to your appraiser to talk about what needs to happen to make sure you can do it. Similarly, if an appraiser notices that some of the agreed practices are not happening, then they can have a conversation with the appraisee.

Completing the template - download as paper or electronic file

Leading your colleagues to make a start

- You will need to dedicate half an hour of staff meeting time (could be two 15 minute sessions) to making a start.
- Explain the purpose for completing the template. Have everyone work in pairs/small groups to record what this standard looks like in practice (what you already do—that is viewed as quality practice and also what you do/plan to do at the aspirational level). Refer to the standard and work in column three. Refer back to the elaborations as you go for further explanation. You do not need to be matching an quality practice to each elaboration.
- You can leave the evidence column at this stage if that works for your groups.
- Have pairs/small groups pass these around for others to compare, discuss and add to what is there. Or have the pairs/groups complete another standard.

Refining the template

- Display the draft template pages in a shared area e.g. staff room/meeting space so you can all add to or amend it over the next weeks. Leaving post-its nearby encourages participation.
- Pass the sheets around again and have groups or pairs think about any professional learning and development responses you are currently working on e.g. Kāhui Ako achievement challenges, Te Whariki. Also use national documents e.g. The New Zealand Curriculum; Ka Hikitia; Success for All; Pasifika Education Plan; Tātaiako; Te Marautanga o Aotearoa). You could also use research publications relevant to your context, goals and strategic plan add to/amend/remove anything recorded as a quality practice.
- Talk about whether any of these are ‘must dos’ or ‘might dos’ because they relate to particular roles etc.

Thinking about evidence

- Talk with your colleagues about the evidence you use/analyse as part of these practices. Record it in column four. This evidence already exists and does not need to be ‘gathered’ ‘hyper-linked’ or ‘identified in any additional manner for the purpose of appraisal unless it forms part of a teacher’s goal or inquiry record that they may be using for appraisal.

Including the findings from teachers’ inquiries

- As teachers complete inquiries or self-reviews, discuss and analyse their new understandings/knowledge about quality practice. Add these to your template document.
- Use this reference document for goal setting and in appraisal conversations. It will also be valuable for your internal evaluation. You might even share it with your board members.
## Quality Practice at Dunedin Kindergartens - Standards for the Teaching Profession

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<tr>
<th>Standard</th>
<th>Elaborations of the standard</th>
<th>Quality practices used in kindergarten that connect with this standard</th>
<th>Evidence that demonstrates these quality practices</th>
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<tbody>
<tr>
<td><strong>Te Tiriti o Waitangi partnership</strong></td>
<td>Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. Understand and recognize 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.</td>
<td>- Teaching practice and local curriculum underpinned by Te Tiriti o Waitangi&lt;br&gt;- Partnerships (haere kotui) with parents and whanau, active engagement and involvement with whanau and community&lt;br&gt;- Teachers are responsible for implementing 'Success for Maori as Maori learners'&lt;br&gt;- Teachers engage in dialogue with parents/whanau and communities to understand their priorities for curriculum and learning.&lt;br&gt;- Open, receptive and responsive to kaupapa Māori principles in practice&lt;br&gt;- Use and integrate documents such as Ka Hikitia, Tataiako, Te Whariki etc into teaching practice and documentation&lt;br&gt;- Maori whanau and children are identified, and relationships are built with whanau&lt;br&gt;- Language, culture and identity of Maori learners are affirmed and valued&lt;br&gt;- Teachers are increasing their proficiency of te reo and tikanga Maori through a planned approach and use this on a daily basis.&lt;br&gt;- Pronunciation of names of Maori learners correctly and their whakapapa&lt;br&gt;- Teachers use tikanga in meaningful ways and regularly&lt;br&gt;- Teachers are able to form responsive and reciprocal relationships with whana wa whenua.&lt;br&gt;- Create an environment that reflects the bicultural heritage (te ao maori) of NZ</td>
<td>- Philosophy statement reflects TOW&lt;br&gt;- Policies and procedures reflect TOW&lt;br&gt;- Strategic intent reflects TOW&lt;br&gt;- Treaty of Waitangi is on display&lt;br&gt;- Waitangi Day is used as a learning opportunity with children&lt;br&gt;- Involved in bicultural activities within the community (festivals, performances)&lt;br&gt;- Whakapapa for kindergarten&lt;br&gt;- Using te reo me o nga tikanga in meaningful contexts&lt;br&gt;- Looking a Maori myths and legends&lt;br&gt;- Using Kaumatua within community to support bicultural practice&lt;br&gt;- Speaking of te reo – daily practices of greeting, karakia, waiata, simple sentences in te reo – increasing proficiency through planned approach&lt;br&gt;- Active involvement in Professional learning to increase proficiency in te reo and tikanga Maori.&lt;br&gt;- Understanding the importance of whanau and whanaungatanga&lt;br&gt;- Use of resources available for children to interact with/ learn through engagement that reflect bicultural context&lt;br&gt;- Culture can be reflected through wall displays, stories and events&lt;br&gt;- Assessment practices both individual and group – have a bicultural context, use of resources within documentation, ie Tataiako, Ka Hikitia etc&lt;br&gt;- Relationship with wider community and pro-active within the community&lt;br&gt;- Acknowledging children from all cultural backgrounds etc&lt;br&gt;- Tikanga Maori e.g. no sitting on tables, no hats on the kai tables etc, sustainable practices/ kaitiakitanga&lt;br&gt;- Whānau involvement/community involvement e.g. Kaumatua, kapahaka groups&lt;br&gt;- Ensuring an open door policy for whānau and extended whānau&lt;br&gt;- Acknowledging, understanding and</td>
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implementing Te Ao Maori and kaupapa Maori theories and pedagogies e.g. Whare tapa wha

- Communication with Maori whānau about what their expectations are of their child’s learning (aspirations) – Maori children’s assessment show success as Maori/language, culture and identity is within assessments
- Learning how to pronounce words correctly
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<td>Professional Learning</td>
<td>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</td>
<td>o Effective and efficient systems and procedure of appraisal, internal evaluation, assessment for learning, induction and mentoring.</td>
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<td>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</td>
<td>o These systems/procedures are regularly reviewed to ensure they are making a difference for all learners (teachers and children). Reviews are inclusive of up to date requirements/practices, ie MOE, ERO, Education Council</td>
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<td>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.</td>
<td>o Teachers are committed to and actively engaged in professional learning, sharing their learning with colleagues and using this learning to create positive outcomes for children’s learning.</td>
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<td>Engage in professional learning and adaptively apply this learning in practice.</td>
<td>o Expectation, requirement and budgeted within DK for all teachers to be involved in ongoing professional learning, appraisal, internal evaluation, and assessment for learning.</td>
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<td>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.</td>
<td>o Teachers work collaboratively and engage in professional debate and dialogue within their team, with parents/whanau and with the wider education sector.</td>
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<td>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</td>
<td>o Teachers have an open mindset and are receptive to constructive feedback and flexible to change.</td>
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<td>o Teachers are able to articulate the learning at kindergarten/their teaching practice for all children to parents/whanau and other colleagues/professionals.</td>
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<td>o Teachers are aware of, up to date with current research and innovations in education, such as ERO publications and Te Whariki, and use these to guide their practices.</td>
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<td>o Teachers utilise services/agencies for expertise ie Learning Support, SLT to support all learners.</td>
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<td>o Teachers engage in conversations about developments in education and quality practices for teaching and learning.</td>
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<td>➢ Teachers have documentation to show their growth as a teacher through appraisal process, ie, appraisal goal, reflection, observations, appraisal summary report, meeting minutes.</td>
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<td>➢ Actively engaging in professional discussion, either in kindergarten, cluster groups, community of learners, DK PL</td>
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<td>➢ Teachers can show they are active participants in internal evaluation – ie, documentation shows tasks/work each teacher has undertaken</td>
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<td>➢ Professional learning is shared with your kindergarten community, ie parents/committee/local school</td>
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<td>➢ Committee reports from teaching team</td>
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<td>➢ Presentation to colleagues/cluster groups/board/parent community</td>
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<td>➢ Utilising knowledge, skills and attitudes etc from PL and translate this into your practice and context</td>
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<td>➢ Keeping a record of discussion focussed on teacher registration/appraisal/PL at staff meeting – multiple perspectives</td>
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<td>➢ Attend professional learning opportunities that support achieving learning goals. Implement in practice.</td>
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| Professional relationships | Engage in reciprocal, collaborative learning-focused relationships with:  
• learners’, family 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. |  
  ▪ All children and families are greeted by name daily.  
  ▪ Teachers discuss learning and their kindergarten learning programme and practices with whanau on induction/enrolment.  
  ▪ Learning-focused discussions and interactions with children and whanau occur regularly.  
  ▪ Demonstrate flexibility and responsiveness  
  ▪ Teachers are able to establish and maintain relationships that enable professional collaboration with others, including other teachers in their kindergarten, within Dunedin Kindergartens, school teachers and specialist services.  
  ▪ Develop effective practices and engagement of children’s learning.  
  ▪ Whanau are informed when assessments are documented for their child.  
  ▪ Teachers systematically document assessment for learning for each child and share this with whanau. Teachers, in collaboration with whanau set learning goals for children.  
  ▪ Teachers have a ‘culture’ of robust professional dialogue within their teaching team where open discussion, sharing of learning and debate occurs.  
  ▪ Teachers are open to critique and feedback and are also able to self-critique.  
  ▪ Teachers use a range of appropriate strategies for communicating effectively with a diverse range of people.  
  ▪ Teachers are active participants in all team meetings.  
  ▪ Teachers recognise and work with each other’s strengths and show initiative within their teaching team.  
  ▪ Teachers accepting responsibility for leadership within their teaching team/organisation  
  ▪ Teachers contribute to an inclusive, supportive and respectful workplace culture that promotes teacher and learner wellbeing |  
  ➢ Regular discussions with parents about their child, their learning, whether they be incidentally at the end of session, talking about profiles before taking it home.  
  ➢ Use a variety of methods to communicate with whanau, ie, email, reports, facebook  
  ➢ Staff meetings, incidental reflective discussion with other staff  
  ➢ Committee meetings  
  ➢ Family evenings  
  ➢ Members of the community, including whanau involved in the learning programme  
  ➢ Close relationships with GSE, Public health nurse  
  ➢ Parents voice – their response, discuss and work from it, where did this take you?  
  ➢ Evidence of collection and use of parent aspirations/meaningful information  
  ➢ Greetings – by name  
  ➢ 1:1 quality interactions, and groups  
  ➢ Inclusive of all children, teachers and whanau, recognition of cultural diversity  
  ➢ Guiding and facilitating colleagues/mentor role  
  ➢ Regular discussion and reflection (individually and team)  
  ➢ Observation/feedback on teaching practice  
  ➢ Collaborative team work – respecting and working alongside people and ideas valued, contribution equal/shared  
  ➢ Confidentiality  
  ➢ Sharing learning of the child regularly within teaching team  
  ➢ Asking for their input and ideas, then acting upon it  
  ➢ Collaborative relationships/ Working alongside agencies/services and local schools |
Teachers support beginning teachers and other colleagues with coaching and mentoring to help them advance their practice.

Teachers display ethical and responsible professional behaviour. Teachers are aware of their professional responsibilities within ‘Our Code’ and take action to stop harmful, unethical or unlawful actions of a colleague where their behaviour may be in breach of this Code.

Teachers are transparent about actions that could be interpreted as blurring professional boundaries, by informing, and seeking authorisation from their professional leader.

Teachers work positively and collaboratively with outside agencies to improve learning outcomes for children.

Teachers engage in open dialogue with whanau, other teachers and outside professionals.

Teachers respect family and whanau privacy and treat personal information about whanau and children as confidential.

 Teachers engage and contribute to ongoing improvement both as an individual teacher, within their teaching team and within the organisation of Dunedin Kindergartens – through appraisal, internal evaluation, strategic direction.
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<td><strong>Learning-focused culture</strong></td>
<td>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 is accepted and valued. Meet relevant regulatory, statutory and professional requirements.</td>
<td>o Philosophy and learning priorities are visible and implemented in practice.  o Intentional teaching  o Teachers regularly discuss and revisit learning with children, through verbal discussions, looking through documented assessments.  o Children are encouraged to follow their own learning journeys through open ended exploration within the kindergarten learning programme.  o Teachers provide resources and experiences that facilitate children to learn through play at kindergarten.  o Teachers have strategies to ensure that all learners have access to the curriculum and equitable learning outcomes. Teachers provide adaptations, extra support, or ‘more of’ to ensure ‘equity’.  o Teachers work alongside outside support agencies/other professionals to support diverse learners. Teachers advocate for children’s rights to receive additional support for their development and learning where this is needed.  o Teachers support children and their whanau to understand diversity and support all learners.  o Teachers are familiar with the United Nations Convention on the Rights of the Child and use this as a basis to inform their teaching practice  o Teachers view all children as capable and confident learners.  o Teachers demonstrate empathy and responsive care when children are unwell, hurt or upset  o Partnership with parents: aspirations and decisions about a child’s learning are made in collaboration with parents and teachers.  o Teachers have a good understanding of policies and procedures and are part of the review process. Teachers have knowledge of and follow these in practical application at their kindergarten.  o Health and Safety induction and review</td>
<td>o Documentation of regular parent involvement in learning goals/aspirations.  o Philosophy – evidence of parental consultation and review  o Pedagogical documentation: group/individual assessments, internal evaluations  o Compliance requirements are met: regular fire and earthquake drills, daily environment checks, RCC, Hazards register, injury incident reporting etc.  o Having a good understanding of children and their backgrounds/ resilience levels /comfort levels for participation  o Being reflective and flexible when it comes to routines etc, using initiative  o Developing respectful relationships with children and whānau  o Teachers are observed as welcoming, friendly, interested, listening, empathy  o Documentation of learning for every child, including IP’s, meeting minutes, observations.  o Role-modeling, newsletters, parent information around inclusion and diversity.  o Know all safety requirements and where to access DK policies and procedures  o Teachers follow DK procedures ie, Child protection, injury/incident reporting  o Tapping into children’s interests – kindergarten needs to reflect people, places and things that are important to children, and their family – local curriculum  o Regulations and licencing criteria need to be on display / accessible  o Getting child’s voice and input – value it  o Relationships with family and understanding their aspirations for their child  o Accessing and utilising knowledge to understand and help the child to learn</td>
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- Teachers role model practices that support their own health and wellbeing, and that of others.
- Kindergarten environment and teaching practices recognise and respond to all children’s language, culture and identity.
- Transition processes into kindergarten support the formation of collaborative relationships with parents.
### Design for learning

**Elaborations of the standard**
- 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 which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Informed by national policies and priorities.

**Quality practices used in kindergarten that connect with this standard**
- Teachers are knowledgeable about all children’s learning and development and can identify their varied abilities, strengths, interests, culture, beliefs and learning trajectory.
- Teachers are knowledgeable about theories and approaches that underpin effective pedagogy in Te Whariki.
- Teachers are knowledgeable about the play-based curriculum and pedagogy and are able to conceptualise, plan and implement a local curriculum that is motivating, enjoyable and accessible for all children.
- Teachers are able to integrate domain knowledge, ie, mathematics, science etc into their teaching/curriculum.
- Teachers follow their assessment for learning procedure/process.
- Teachers seek multiple perspectives on children’s learning and regularly discuss children’s learning in a planned manner.
- Teachers are attentive to learning and able to make this visible through assessment practices that give children agency and enhance their mana.
- Teachers gather assessment information from a variety of sources to then provide meaningful and purposeful next steps in learning for each child.
- Teachers recognise children’s agency – ie what children have to offer/bring to the curriculum.
- Teachers are accepting of different world views of their children/whanau and use opportunities to build on children’s home language and culture within the kindergarten.
- Teachers are receptive to trends and issues/priorities.
- Teachers see themselves as learners, ako.
- Teachers are guided by the responsibilities of Kaiako from Te Whariki.

**Evidence that demonstrates these quality practices**
- Pedagogical documentation: group learning, individual learning assessments.
- Staff meeting minutes, professional learning.
- Internal evaluations.
- Appraisal documentation.
- Philosophy and learning priorities – seen in practice.
- Teachers articulating theories that underpin their practices.
- Environment and resources provide opportunities for children to access all curriculum areas.
- Children’s home language, greetings are used regularly, and other resources reflect and connect with children’s cultural identity.
- Assessment for learning procedure can be seen in practice.
- IP notes/plans/resources.
- Informal and formal discussions/meetings.
- Documentation shows child’s involvement in their assessment.
- Emails/websites/he Panui kohungahunga – evidence of sourcing information.
- Parental aspirations gathered regularly.
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<td><strong>Teaching</strong></td>
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|  | 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. | o Teachers have knowledge and understanding of Te Whariki, particularly the principles and learning outcomes  
|  | Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. | o Teachers recognise priority learners within their kindergarten and provide teaching practices/resources to support equitable and inclusive learning outcomes  
|  | 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. | o Teachers are adaptable and flexible in their teaching approaches with both individual and groups of children  
|  | Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. | o Teachers engage in inquiry to evaluate the effectiveness of their teaching and participate in efforts to improve the effectiveness of teaching and learning at their kindergarten.  
|  | Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. | o Teachers are approachable, positive, responsive, engaging in teaching with children  
|  | Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. | o Teacher construct learning with children – ako  
|  |  | o Teachers allow children to have opportunities to lead other children in learning, through their interests/strengths  
|  |  | o Trained teachers working alongside and with other trained teachers  
|  |  | o Teachers collaborate with child/family/whanau and other services in their approach to the child’s learning  
|  |  | o Teachers support children through engaging with children 1:1 and in small groups  
|  |  | o Teachers provide opportunities for children to repeat and revisit, and progress their learning  
|  |  | o Teachers share children’s learning with them and use language around ‘learning’ with each child  
|  |  | Assessment documentation shows the role of the teacher  
|  |  | Assessment information shows progression of learning  
|  |  | Internal evaluation  
|  |  | Appraisal  
|  |  | Parental feedback  
|  |  | Learning displays/images  
|  |  | Staff meetings  