

## 2025 Wellington School of Education Initial Teacher Education Key Teaching Practices: GDipTch Early Childhood Programme

Key Teaching Practices (KTPs) are an important component of initial teacher education programmes, arising from the revised requirements of the Teaching Council of Aotearoa New Zealand. The KTPs for our programmes were determined in collaboration with our teaching community and are designed to provide assurance that Student Teachers are ready to begin teaching by the end of their initial teacher education programme. They are discrete practices, aligned to the Standards, that are observable and measurable and capture essential aspects of practical, professional work. They are high priority in the sense that they represent key aspects of the work with children that beginning teachers should be able to undertake independently from their first day of teaching as a registered and provisionally certificated teacher.

**Meeting the KTPs:** Student Teachers are expected to provide evidence of having met the KTPs **by the end of their programme**. The final three columns of the table below provide for progression towards the key teaching practices.

**Indicators:** The indicators are examples of the concrete evidence that can be used to demonstrate that students have met the Key Teaching Practices. The indicators are not a checklist and are not exhaustive; Associate Teachers and centres can identify other kinds of appropriate evidence.

**Summative assessment of Professional Practice:** To pass their Professional Practice in the first half-year, Student Teachers must undertake the Key Teaching Practices with direct supervision or indirect supervision (as indicated below) by the programme's midpoint. To pass their Professional Practice in the second half-year Student Teachers must undertake the Key Teaching Practices independently (as indicated below) by the end of PP3.

Standards	Key Teaching Practices	Indicators for primary and secondary programmes	Direct Supervision <sup>1</sup>	Indirect Supervision	Independent
<b>Te Tiriti o Waitangi Partnership   Te Hononga Pātui i Raro o Te Tiriti o Waitangi</b>	Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm Māori children as Māori	<ul style="list-style-type: none"> <li>• Demonstrates continued growth in te reo me ngā tikanga applicable to the local Māori community</li> <li>• Acts as a kaitiaki for the environment and living things, drawing on local knowledge about place.</li> <li>• Offers new knowledge or resources to contribute to centre Tiriti-led practices</li> <li>• Demonstrates culturally affirming teaching practices</li> <li>• Planning starts from a position of supporting children's cultural ways of knowing and being</li> <li>• Draws upon <i>Te Whāriki</i> and <i>Tātaiako</i> to inform Tiriti-led practices</li> <li>• Models appropriate practice such as pēpeha, mihimihi and koha</li> <li>• Articulate the expectations of Māori whānau for their learners</li> <li>• Draw on the cultural contexts of Māori ākonga</li> <li>• Incorporate local Māori knowledge, Māori pedagogies and place-based learning into teaching and learning</li> </ul>	By programme midpoint		Final professional placement
	Model the use of te reo and tikanga Māori in all aspects of the learning and teaching programme			By programme midpoint	Final professional placement
				By programme midpoint	Final professional placement
<b>Professional Learning   Akoranga Ngaio</b>	Provide evidence of ongoing critical reflection that enhances learning and wellbeing for ngā tamariki	<ul style="list-style-type: none"> <li>• Uses critical reflection to strengthen practices and pedagogies that enhances learning and wellbeing for ngā tamariki</li> <li>• Draws on feedback, prior reflection, research and professional literature when setting and implementing goals for developing own practices</li> <li>• Considers how their life experiences, cultural identity, ancestral and family histories and assumptions and beliefs impacts on their interactions with teachers, children and whānau in the centre</li> <li>• Identifies where there are gaps in own knowledge and actively seeks to address these</li> <li>• Articulates reasons for choosing specific teaching strategies and interactions</li> <li>• Collaborates with others in professional discussions to implement and evaluate new ideas for children's wellbeing and learning</li> <li>• Articulates the interface between <i>Te Whāriki</i> and their own practices</li> <li>• Participates in team-wide professional learning opportunities when available and appropriate</li> </ul>		By programme midpoint	Final professional placement
	Collaborate with colleagues in respectful, open, and critical professional discussions			By programme midpoint	Final professional placement
<b>Professional Relationships   Ngā Hononga Ngaio</b>	Participate with children, their whānau and colleagues in respectful dialogue	<ul style="list-style-type: none"> <li>• Develops rapport with, and engages in warm, responsive and respectful interactions with children, whānau and colleagues</li> <li>• Proactively develops relationships with all children who attend the immediate setting</li> <li>• Is attuned to and affirms children's learning dispositions</li> <li>• Attentively attuned to peer dynamics</li> <li>• Seeks different perspectives and to demonstrates through practice how the knowledge and histories that children, teachers and whānau bring are valued in the centre</li> <li>• Actively participates in the team, contributing to team culture and wider centre community activities</li> <li>• Explains and beginning to use multiple approaches for working collaboratively with whānau</li> <li>• Develops relationships with whānau to gain insights into individual children's learning</li> <li>• Shares understandings and information about children's wellbeing and learning with children, whānau and colleagues positively and professionally</li> <li>• Demonstrates an understanding of the centre context and structure and how these relates to the community it serves and influence teaching and learning</li> <li>• Interactions with adults actively promote positive images of children</li> <li>• Guides and supports children's interactions and behaviours with others positively and with empathy, using inclusive strategies</li> <li>• Understands centre's processes and systems for raising professional concerns and uses these appropriately when/if concerns arise</li> <li>• Uses Code and Standards to inform decision-making about meeting professional responsibilities</li> </ul>	By programme midpoint		Final professional placement
	Draw on the TCANZ values, code and standards to address a professional or ethical dilemma			By programme midpoint	Final professional placement
	Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing			By programme midpoint	Final professional placement
	Actively foster respectful relationships, and listen carefully and responsively to children and whānau			By programme midpoint	Final professional placement

<sup>1</sup> Performs the task competently under full supervision (Direct), Does not need direct supervision and knows when to ask for assistance (Indirect), Can effectively carry out the task independently without any need for supervision (Independent)

		<ul style="list-style-type: none"> <li>• Takes opportunities to advocate on children’s behalf with other adults</li> <li>• Takes responsibility for proactively managing personal wellbeing</li> <li>• Demonstrates negotiation skills and ability to compromise</li> <li>• Explain and demonstrate strategies and approaches for building respectful relationships</li> </ul>			
<b>Learning-Focused Culture   He Ahurea Akoranga</b>	Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing and relating, and whanau contexts	<ul style="list-style-type: none"> <li>• Uses initiative to observe, scan for, and foster a safe, inclusive and engaging holistic environment for all children and their whānau</li> <li>• Accurately identifies and responds equitably to all children’s play intentions, aspirations, and concerns</li> <li>• Effectively contributes to centre rituals and routines that support all children, their whānau, and teachers to manage daily transitions</li> <li>• Individual children’s unique expertise is acknowledged in interactions</li> <li>• Developing and beginning to use a diverse repertoire of effective teaching strategies to sustain languages, culture, and identity</li> <li>• Supports all children with sensitivity and identifies safe opportunities for them to take chances, overcome difficulties and persist with solving problems</li> <li>• Adjusts practices to match individual children’s temperaments and styles</li> <li>• Promotes and facilitates interactive relationships amongst the community of children</li> <li>• Fosters children’s awareness of their own and others’ physical and emotional safety</li> <li>• Addresses the limitations and maximises the affordances of physical and digital learning environments to achieve equity goals (e.g., gender, culture, diverse abilities)</li> </ul>		By programme midpoint	Final professional placement
	Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities		By programme midpoint		Final professional placement
	Draw on relevant resources, expertise and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth and development		By programme midpoint		Final professional placement
	Develop pedagogical approaches that address the affordances of the physical, emotional and spiritual environments		By programme midpoint		Final professional placement
<b>Design for Learning   Te Hoahoa Akoranga</b>	Carefully observe children’s interactions with people, places and things	<ul style="list-style-type: none"> <li>• Has in-depth understanding of <i>Te Whāriki</i>, <i>Tātaiako</i> and <i>Tapasa</i> and uses these to guide planning and practice</li> <li>• Gains and uses assessment information in a professional, ethical manner.</li> <li>• Assessment and planning practices recognises and addresses the inter-related and holistic nature of children’s wellbeing and learning</li> <li>• Recognises children’s learning dispositions in action</li> <li>• Seeks and uses assessment information from children, parents and colleagues to notice, recognise and respond to children and their learning interests and dispositions</li> <li>• Demonstrates an understanding of the centre context and structure and how these relates to the community it serves and influence teaching and learning</li> <li>• Uses a wide repertoire of observational techniques to support assessments and inform teaching decisions</li> <li>• Contributes to the assessment and documentation of children’s learning within the centre</li> <li>• Uses understandings of children’s wellbeing and learning to inform their planning and teaching decisions</li> <li>• Planning shows understanding of children’s individual learning progressions and supports their learning to become more complex and integrated over time</li> <li>• Planning demonstrates understanding of appropriate and intentional use of child- and teacher-led learning experiences</li> <li>• Accesses and uses the environment and resources, including those in the community, to support, challenge and extend children’s engagement and learning.</li> <li>• Sets up environment to enable children to independently access and adapt learning resources</li> </ul>		By programme midpoint	Final professional placement
	Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children			By programme midpoint	Final professional placement
	Provides a wide range of experiences that attune with and extend children’s interests			By programme midpoint	Final professional placement
<b>Teaching   Te Whakaakoranga</b>	Participate within a teaching team to critically draw upon theory, research and the curriculum to inform pedagogical approaches	<ul style="list-style-type: none"> <li>• Interactions with children show responsiveness to dimensions of diversity evident amongst centre community (e.g., gender, culture, linguistics, special needs, family make-up)</li> <li>• Engages in sustained, genuine conversations with children around their learning interests</li> <li>• Engages in facilitation across all domain areas</li> <li>• Recognises and responds to children’s working theories in the moment and over time</li> <li>• Responses affirm and strengthens the development of children’s learning dispositions</li> <li>• Reads and uses children’s non-verbal communication skilfully</li> <li>• Recognises opportunities for, and facilitates meaningful play experiences</li> <li>• Fosters children’s curiosity</li> <li>• Supports children’s decision making, critical thinking and creativity</li> <li>• Offers clear feedback to children on their learning, using a credit-based approach</li> <li>• Recognises individual children as experts in particular fields and values and calls upon their expertise as well as on their own.</li> <li>• Encourages children to re-visit prior experiences and make links with the wider world</li> <li>• Assists children to identify next learning steps</li> <li>• Uses teaching strategies that promote higher order thinking and transferral of learning</li> <li>• Intentionally draws on a range of teaching strategies to work effectively with all learners, including EAL learners</li> <li>• Actively supports children to develop and use strategies for independent and collaborative learning</li> </ul>		By programme midpoint	Final professional placement
	Work with children in ways that support their wellbeing, growth, learning and development			By programme midpoint	Final professional placement
	Maintains an awareness of the wider environment whilst working with a group or individual child			By programme midpoint	Final professional placement
	Works across the full range of the curriculum, engaging meaningfully with all children			By programme midpoint	Final professional placement

		<ul style="list-style-type: none"><li>• Articulates and provides a rationale for their philosophy of teaching and learning</li><li>• Strives to achieve congruence between their espoused philosophy and their actual practices</li><li>• Actively uses co-construction as a teaching strategy to promote both their own and children's learning</li><li>• Plans and engages in sustained learning experiences with individuals and groups</li><li>• Supports other teachers to engage children in sustained learning experiences by using initiative and stepping in where needed</li><li>• Supports children to develop and practice negotiation and group participation skills</li></ul>			
--	--	---	--	--	--

