

## Key Teaching Tasks (KTTs)

### Primary Education & Te Pōkai Mātauranga o te Ao Rua (Primary Bicultural Education)

The learning outcomes, together with the Teaching Council's [Our Code Our Standards](#), set the frame for what is to be achieved during the professional experience. The aim of the personalised learning approach is to ensure graduating kaiako will:

KTTs – BTchg and MTchgLn Primary Education	
1.	<p><b>Demonstrate a commitment to Te Tiriti o Waitangi partnerships and relationships.</b></p> <p><i>Standards:</i>  <i>Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• What is my understanding of partnership in Te Tiriti o Waitangi Aotearoa Te Waipounamu New Zealand</li> <li>• How do my teaching practices reflect and demonstrate uphold Te Tiriti o Waitangi</li> <li>• Have I actively sought support and guidance to expand and build on my understanding?</li> <li>• What is my understanding of the articles of Te Tiriti o Waitangi?</li> <li>• How do I display respect, integrity, and sincerity when engaging with others, especially [or including?] Māori ākonga whānau, hapū, iwi, and those in the wider Māori community?</li> </ul>
2.	<p><b>Enact culturally empowering pedagogies.</b></p> <p><i>Standards:</i>  <i>Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• Am I aware of the ethnic identities, languages, and the cultures of my ākonga and do I acknowledge this in my interactions and teaching?</li> <li>• What teaching and assessment approaches are effective for ensuring Māori ākonga achieve educational success as Māori?</li> <li>• Am I engaging my ākonga in ways that affirm their cultural identity?</li> <li>• Am I flexible in my teaching approaches?</li> <li>• How can I more effectively communicate with the whānau of ākonga from diverse backgrounds and involve them more fully in their child's learning?</li> </ul>
3.	<p><b>Demonstrate integration of te reo and tikanga Māori evidenced in planning and practice.</b></p> <p><i>Standards:</i>  <i>Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• How am I ensuring appropriate inclusion of manawhenua/localised perspectives?</li> <li>• What evidence do I have to show my ongoing development and use of te reo Māori in my teaching?</li> <li>• How do I foster and teach an understanding of tikanga amongst my ākonga?</li> <li>• How do I involve Māori whānau, hapū, and iwi in ways that can support and inform my teaching?</li> <li>• How do I acknowledge and access the expertise that Māori parents, whānau, hapū, and iwi offer?</li> </ul>
4.	<p><b>Establish and maintain respectful and collaborative relationships with ākonga, whānau, colleagues and community.</b></p> <p><i>Standards:</i>  <i>Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• What is the nature of my professional relationships and ethical behaviour with my ākonga, their whānau, and my colleagues, including teacher aides/kaiāwhina?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can other teaching professionals, including colleagues and senior management, help me and how can I help them?</li> <li>• How can I access/use personal information about ākonga that may help me to better meet their needs?</li> <li>• What does this look like in my interactions with ākonga, whānau, my colleagues, other educational professionals, and those in the wider community?</li> </ul>
5.	<p><b>Use a range of equitable assessments/strategies to inform teaching and learning decisions.</b></p> <p><i>Standards:</i> <i>Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• What culturally empowering assessment approaches are effective for ensuring Māori ākonga achieve educational success as Māori?</li> <li>• Do I provide ākonga the opportunity to reflect on their learning experiences?</li> <li>• Do ākonga use peer and self-assessment?</li> <li>• Do I effectively analyse and use assessment data to inform my teaching and planning?</li> <li>• How can I effectively and meaningfully share assessment information with my ākonga and whānau?</li> </ul>
6.	<p><b>Develop and sustain a programme of learning based on pedagogical knowledge.</b></p> <p><i>Standards:</i> <i>Professional Learning; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• How do my ākonga learn best?</li> <li>• How can I make my lessons interesting, engaging, relevant, and inclusive?</li> <li>• How am I planning my learning programmes and selecting appropriate teaching strategies to best meet the needs of my ākonga?</li> <li>• How confident am I in my abilities to effectively teach different topics and skills?</li> <li>• How can I improve my pedagogical content knowledge in areas where my ākonga struggle to master new skills or knowledge?</li> </ul>
7.	<p><b>Maintain a safe and equitable learning environment.</b></p> <p><i>Standards:</i> <i>Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to their peers?</li> <li>• What are acceptable behaviours for everyone in the classroom and how can these be fostered and maintained?</li> <li>• How does my knowledge of the varied strengths, interests, and needs of individuals and groups of ākonga influence how I teach them?</li> <li>• Who can I gain help and support from to better serve the needs of my ākonga, especially those from diverse backgrounds?</li> <li>• How do I ensure that learners' rights and opportunities to have a say are enacted?</li> </ul>
8.	<p><b>Set goals for professional learning based on critical reflection.</b></p> <p><i>Standards:</i> <i>Professional Learning; Learning-focused culture; Design for Learning; Professional Relationships; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>• Does my critically reflective approach begin with an assessment of the needs of my ākonga and an evaluation of my capabilities to meet their needs?</li> <li>• What changes will I make to my planning, teaching, and assessing from what I learn from my reflection and from feedback in appraisal conversations and observations of my practice?</li> </ul>

<ul style="list-style-type: none"> <li>• How does my professional learning address my goals, the development of my practice, and the learning of my ākonga?</li> <li>• What are my next steps?</li> <li>• Do I understand and engage with effective feedback and feedforward processes?</li> <li>• Can I articulate and justify a personal teaching philosophy informed by critical engagement with theory and practice?</li> </ul>
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Standards aligned to KTTs for BTchg and MTchgLn Primary Education	
Standard	KTTs Aligned
Te Tiriti o Waitangi Partnership	1-4 & 7
Professional Learning	1-2 & 6-8
Professional Relationships	1-4 & 7
Learning-focused Culture	1-8
Design for Learning	1-8
Teaching	1-3 & 5-8

KTTs – BTchg Te Pōkai Mātauranga o Te Ao Rua (Primary Bicultural Education)	
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9.	<p><b>Demonstrate and promote te ao Māori approaches to teaching and learning underpinned by a range of essential Māori concepts.</b></p> <p><i>Standards:</i>  <i>Te Tiriti o Waitangi Partnership, Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching.</i></p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> <li>How does my teaching practice promote an environment where learners feel safe to explore ideas and learning related to te ao Māori in the context of the topic being taught?</li> <li>How do I ensure that I am acknowledging and including the local/regional aspects/concepts of te ao Māori and te reo Māori?</li> <li>How am I ensuring a te ao Māori pedagogy is being incorporated alongside the traditional pedagogical approach?</li> <li>Can I articulate a te ao Māori teaching philosophy including a range of essential te ao Māori concepts?</li> </ul>

Standards aligned to KTTs for BTchg Te Pōkai Mātauranga o te Ao Rua	
Standard	KTTs Aligned
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Professional Relationships	1-4, 7 & 9
Learning-focused Culture	1-9
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