

Key Teaching Tasks (KTTs)

Early Childhood 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 Early Childhood Education	
1.	<p>Integrates te ao Māori concepts within pedagogy, assessment, and planning for children's learning consistent with the principles of <i>Te Whāriki</i>.</p> <p><i>Standards</i> <i>Te Tiriti o Waitangi Partnership; Professional Learning; Learning-focused culture; Design for Learning; Teaching</i></p>
2.	<p>Engages in mana enhancing practices when fostering opportunities for children to develop their working theories and learning dispositions.</p> <p><i>Standards</i> <i>Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>
3.	<p>Uses contextually appropriate te reo Māori and observes tikanga as relevant to the early childhood setting and wider community.</p> <p><i>Standards</i> <i>Te Tiriti o Waitangi Partnership; Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>
4.	<p>Engages in a reflexive cycle of inquiry focused on teaching capability and professional learning and development.</p> <p><i>Standards</i> <i>Professional Learning; Learning-focused culture; Design for Learning; Teaching</i></p>
5.	<p>Actively seeks advice, implements feedback where appropriate, and collaborates with colleagues and wider community members for collective professional learning.</p> <p><i>Standards</i> <i>Professional Learning; Professional Relationships; Learning-focused culture</i></p>
6.	<p>Connects with children through active listening and responding with honesty, fairness, open-heartedness and being non-judgemental.</p> <p><i>Standards</i> <i>Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>
7.	<p>Mindfully present and engaged in practice with tamariki, whānau and community.</p> <p><i>Standards</i> <i>Professional Relationships; Learning-focused culture; Teaching</i></p>
8.	<p>Initiates and sustains regular communication with whānau and children about learning and teaching promoting "learning partnerships".</p> <p><i>Standards</i> <i>Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning</i></p>
9.	<p>Shapes the learning environment such that children's identity, language and culture are supported in the teaching moment and through sustained practice.</p> <p><i>Standards</i> <i>Te Tiriti o Waitangi Partnership Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>

10.	<p>Recognises and actively engages with people, places and things to facilitate a broad, relevant and purposeful learning environment.</p> <p><i>Standards</i> <i>Te Tiriti o Waitangi Partnership; Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>
11.	<p>Uses formative assessment to support and reflect local curriculum aspirations, national curriculum policy, and to contribute to other forms of assessment as may be fit for purpose.</p> <p><i>Standards</i> <i>Professional Learning; Professional Relationships; Learning-focused culture; Design for Learning; Teaching</i></p>
12.	<p>Uses sociocultural teaching strategies when engaging with children during their play, routines and everyday events.</p> <p><i>Standards</i> <i>Professional Learning; Learning-focused culture; Design for Learning</i></p>

Standards aligned to KTTs for BTchg and MTchgLn Early Childhood Education	
Standard	KTTs Aligned
Te Tiriti o Waitangi Partnership	1, 2, 3, 9, 10
Professional Learning	1, 2, 3, 4, 5, 6, 8, 9, 11, 12
Professional Relationships	2, 3, 5, 7, 8, 9, 10, 11
Learning -focused Culture	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Design for Learning	1, 2, 3, 4, 6, 8, 9, 10, 11, 12
Teaching	1, 2, 3, 4, 6, 7, 9, 10, 11