**Strategic Discussion: People: We are ECE leaders in teaching practice.**

**Summary Statement:** The quality of our teaching practice directly affects educational outcomes for children. Being leaders in this area means we’re committed to understanding, applying, reviewing and monitoring our teaching practices with the intent to continually improve outcomes for children. In delivering the Te Whāriki curriculum we confidently use self review and internal evaluation to identify the outcomes we want to achieve and to develop teaching strategies that support children to achieve these outcomes. Assessment makes valued learning visible; we notice, recognise, respond, record and revisit learning. Play based learning taps into children’s natural curiosity about their world and our teaching practices enable us to support and extend their interests in a way that is engaging and fun. Qualified teachers bound by professional standards and ethics are best placed to meet our expectations. Kindergarten children are noticed at primary school for their readiness to learn and social dispositions. Our teachers are given opportunities to share their teaching practices in a variety of ways and forums such as mentoring of other teachers, presentations at national and international conferences and hui, participation in education research, bi cultural strengthening and growth and participation in Kahu Ako initiatives. Examples of outstanding teaching practice within our organisation are noticed, celebrated and shared.

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| **Area** | **Ensure:** | **Further Initiatives to be explored** |
| Board | * Maintain clear focus on outcomes for children * Celebrate successes within our organisation * Notice and recognise areas of excellence in teaching * Understand the mechanisms, infrastructure and conditions that support teachers to expand and grow their teaching practice (such as professional supervision, access to professional development, non contact time) * Lobby & advocate for kindergarten |  |
| Managers, leaders | * Facilitate a culture of excellence, curiosity and professionalism * Articulate expectations of teachers & teaching practices * Support teachers to develop and grow * Provide opportunities for teachers to share their ideas and initiatives * Recognise outstanding teaching practice * Recruit suitably qualified teachers who are a good fit for our association * Positive coverage of our teaching practices in various media forums * Provide the resources, terms and conditions which foster greatness from our teachers * Lobby and advocate for kindergarten | * Provision of PD to others outside of our association (eg Strengthening Early Learning Opportunities (SELO) contracts) * Adapting to change, support for employees |
| Staff | * Committed to ongoing growth in their teaching practice * Assessment and planning, self review and internal evaluation are evident in our kindergartens * Able to articulate teaching practice * Teaching is reflective of our bi cultural commitment * Our teaching is inclusive of the complex differences in our communities * Engage parents to share their own knowledge and experiences * Holistic approach to teaching the child, inclusive of whānau input and aspirations * Mentor and support other teachers, and student teachers * Participate in research projects from time to time, or lead research * Maintain practicing certification * Willingly share ideas and initiatives with colleagues * Teaching is responsive, creative, extends learning * Capture feedback from stakeholders acknowledging our practices & how they have impacted on outcomes for children * Lobby and advocate for kindergarten |  |