responsive and reciprocal relationships with tangata whenua in the use of te reo and tikanga Māori and able to form Culturally competent: developing increasing proficiency 5/15

and arts knowledge) into the curriculum Able to integrate domain knowledge (for example, science

4/15

motivating, enjoyable and accessible for all children and able to conceptualise, plan and enact curriculum that is Knowledgeable about play-based curriculum and pedagogy

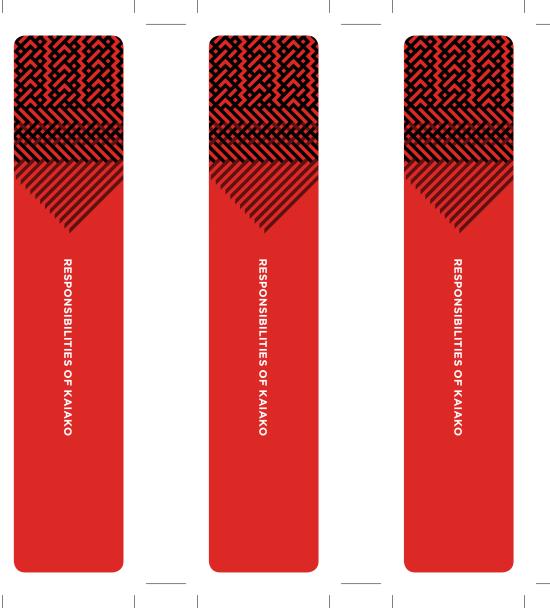
3/15

Knowledgeable about theories that underpin effective pedagogy in *Te Whāriki*, its framework and intent

2/15

and learning trajectories and able to identify their varied abilities, strengths, interests Knowledgeable about children's learning and development

1/15





support and progress children's learning and development Knowledgeable about and able to try alternative ways to 10/15

Inclusive, enabling all children to learn with and alongside their peers

9/15

enhance their mana assessment practices that give children agency and Attentive to learning and able to make this visible through

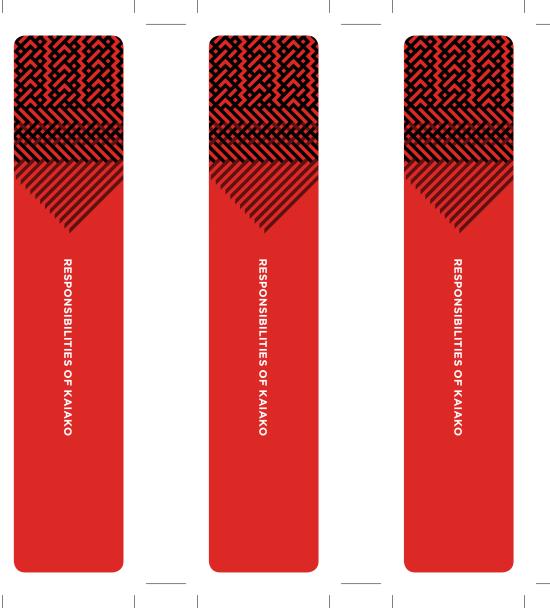
8/15

Able to engage in dialogue with parents, whānau and communities to understand their priorities for curriculum and learning

7/15

children as part of promoting an inclusive environment Able to support the cultural and linguistic diversity of all

6/15





has a positive impact on children's learning Committed to ongoing professional development that

Thoughtful and reflective about what they do, using evidence, critical inquiry and problem solving to shape their practice

in their ECE setting, school teachers and specialist services professional collaboration with others, including other kaiako Able to establish and maintain relationships that enable

13/15

Role models for practices that support their own health and wellbeing and that of others

12/15

Role models for languages and learning, both as

individuals and as members of collaborative teams

