

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

5/15

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

4/15

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

3/15

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

2/15

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

1/15



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

10/15

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

9/15

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

8/15

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

7/15

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

6/15



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

15/15

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

14/15

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

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

11/15

