

This representation of our *Standards* reflects the holistic nature of teaching practice.

You can see how each standard with its elaborations, that provide the explanation and clarification of meaning, fits together with the others. This is explained well in a short narrative that you can find here on our website.

It might be surprising then that we strongly encourage professional leaders and teachers together in each school, kura, centre or service to complete the Quality Practice Template, where they closely examine each standard to consider what it looks like in their setting.

We often use analogy to explain this approach:

- think of tennis– it is the quality of the game that matters, but to develop that game, each component part must be at their best. Time spent on the serve or back hand is not to perfect that as an isolated skill but in the interests of improving the game quality
- think of the national kapa haka competitions *Te Matatini* – where the quality of the group’s total performance determines how well they place. Hours are spent drilling and practising key components, based on a defined set of standards or criteria. Performers know that getting each part right is critical to bringing together the whole programme to culminate in a performance extraordinaire.

We agree that the Standards cannot be completely isolated, one from the other but understanding each standard enhances the overall quality of teaching and learning.