

The Common Practice Model:

Pedagogical Approaches for Literacy, Communication, and Maths

Theoretical frameworks or approaches to teaching, informed by evidence of how ākonga learn.

Shared pedagogical approaches

Culturally sustaining and responsive approach recognises, fosters, and values the diverse ethnicities, linguistic contexts, and cultural practices of all ākonga.

Critical pedagogies support ākonga to develop insights and skills to participate in and contribute to society.

- **Critical literacy** recognises that texts are socially constructed and not neutral, and involves interrogating and constructing texts.
- **Critical maths** is about using maths to think critically about societal issues, and where appropriate, take action.

Communication pedagogies provide a safe and encouraging environment for all ākonga to learn through communicating with kaiako and their peers.

- **Rich, extended dialogue in literacy and communication** provide opportunities for kaiako and ākonga to share their ideas and respectfully challenge thinking.
- **Communicating in maths** is used to develop understanding as well as to explain and justify thinking.

Planned interactive learning creates the conditions for exploring, thinking, discussing, investigating, and creating.

- **Active learning in literacy and communication** involves reciprocal and interactive experiences for ākonga and kaiako.
- **Investigations using maths** provides opportunities for ākonga to explore situations when the direction and outcome or the solution method is unknown at the beginning.

Specific pedagogical approaches

Literacy and communication

Multiliteracies recognise multiple modes of making meaning (visual, gestural, audio, spatial, and linguistic) within a range of social, cultural, and linguistic contexts.

Linguistically diverse learning has been identified as a pedagogical approach that requires further development before being released.

Strengthening explicit teaching in literacy and communication is a purposeful way of teaching ākonga knowledge, skills and strategies for making and communicating meaning in oral, written, visual and multimodal forms.

Maths

Thinking and working mathematically provides ākonga with opportunities to work as a mathematician and a statistician.

Supporting ākonga relationships with maths involves kaiako supporting ākonga to respond to challenge and be adaptable as well as providing opportunities for reflection.