



## 'EMPOWERING A COMMUNITY OF LEARNERS'

### TEACHER STANDARDS for TEACHER REVIEW

| PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES  |  |   |  |                                |
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| CRITERIA  | KEY INDICATORS   | REFLECTIVE QUESTION   | EVIDENCE IN PRACTICE   | REVIEW OF EVIDENCE IN PRACTICE |
| 1. Establish and maintain effective professional relationships focused on the learning and wellbeing of all learners (akonga) | Engage in ethical, respectful, positive and collaborative professional relationships with <ul style="list-style-type: none"> <li>All learners</li> <li>Teaching colleagues</li> <li>Whanau and other caregivers</li> <li>Agencies, groups and individuals in the community</li> </ul>  | WHAT DO I DO TO ESTABLISH WORKING RELATIONSHIPS WITH LEARNERS, THEIR WHANAU, MY COLLEAGUES AND OTHERS TO SUPPORT THE LEARNING OF THOSE I TEACH? | Provide timely, accurate and meaningful information to parents on student progress and achievement<br>3-way conferences are held 3 times a year where engagement, learning and progress of children is discussed<br>Work in collaborative and team teaching situations<br>Team meetings<br>Leadership team meetings<br>School blog<br>Parent/info meetings<br>IEP meetings<br>Sharing of ideas and resources<br>Collaborative planning and teaching<br>Parent help in classroom and for school activities<br>Open door policy<br>Community participation in projects (e.g. Enviro/EOTC)<br>Use of guest speakers, experts within the community<br>User of Restorative Justice and mediation practices<br>Share class news in the newsletter and Podcast<br>Setting homework/home tasks   |                                |
| 2. Demonstrate commitment to promoting the wellbeing of all learners  | <ul style="list-style-type: none"> <li>Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</li> <li>Acknowledge and respect the languages, heritages and cultures of all learners</li> <li>Comply with relevant regulatory and statutory requirements</li> </ul> | HOW DO I SHOW IN MY PRACTICE THAT I ACTIVELY PROMOTE THE WELLBEING OF ALL LEARNERS TO WHOM I AM RESPONSIBLE?                                    | Positive classroom management strategies are in place to ensure a safe environment<br>A focus on the values both in programmes implemented and classroom interactions<br>Students with high needs take part in sporting, cultural and LEOTC activities alongside classmates<br>Self - esteem and self - regulation are fostered<br>Students show respect for the teacher and each other<br>Mediation and RJ practices are practised<br>Staff are positive roles models in their interactions with each other and with all learners and the community<br>Staff model and teach self-managed approaches to everyone keeping themselves and others safe<br>Valuing and celebrating difference<br>Use of Bugging Off procedures and foster self-management practices<br>Use active listening and wait time<br>Develop a class atmosphere where children feel confident to speak<br>Ensure all children understand the special needs of others and show acceptance and care for these children within the class/school group<br>Student voice is acknowledged<br>Celebrate effort and achievements<br>Use of Active listening, Bugging Off and RJ whilst on playground duty |                                |
| 3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand   | <ul style="list-style-type: none"> <li>Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</li> </ul>   | HOW DO I REFLECT IN MY PROFESSIONAL WORK, RESPECT FOR THE CULTURAL HERITAGES  | Te Reo and Tikanga programmes implemented by specialist teacher and supported and followed up on by the classroom teacher<br>Follow protocols and integrate Te Reo in classroom programmes<br>Use of Maori protocols for special events<br>High academic and behavioural expectations are held for Maori student   |                                |

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|  |  | OF BOTH TREATY PARTNERS IN AOTEAROA NZ?  | Take Maori protocols out into the community (e.g. powhiri on Waitangi Day)<br>Strong, positive relationships are evident between Maori students and teachers<br>Maori student leadership is nurtured   |  |
| 4. Demonstrate commitment to ongoing professional learning and development of personal professional practice | <ul style="list-style-type: none"> <li>Identify professional learning goals in consultation with colleagues</li> <li>Participate responsively in professional learning opportunities within the learning community</li> <li>Initiate learning opportunities to advance personal professional knowledge and skills</li> </ul> | HOW DO I CONTINUE TO ADVANCE MY PROFESSIONAL LEARNING AS A TEACHER?                    | Participate fully in self review and professional learning processes and programmes including staff and team workshops, breakouts, conferences and seminar days, professional reading and research, Ariki QLCs<br>Identify areas of personal and professional need and actively work to develop in these areas<br>Staff Review (Appraisal) processes<br>Curriculum meetings<br>Informal sharing with colleagues<br>Setting of own goals and intents<br>Educational websites<br>Trying new things – risk taking, asking questions |  |
| 5. Show leadership that contributes to effective teaching and learning                                       | <ul style="list-style-type: none"> <li>Actively contribute to the professional learning community</li> <li>Undertake areas of responsibility effectively</li> </ul>  | HOW DO I HELP SUPPORT MY COLLEAGUES TO STRENGTHEN TEACHING AND LEARNING IN MY SETTING? | Seek out and take on personnel and learning/teaching leadership roles<br>Share ideas and beliefs through Ariki sessions and in PL situations<br>Critique and reflect on own practice and thinking around that practice<br>Fully contribute to Curriculum Team and leadership roles<br>Leading a break out etc.<br>Develop programmes<br>Share resources<br>Feedback and feed forward with colleagues   |  |

| <b>PROFESSIONAL KNOWLEDGE IN PRACTICE</b>  |  |   |   |                                       |
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| <b>CRITERIA</b>  | <b>KEY INDICATORS</b>  | <b>REFLECTIVE QUESTION</b>  | <b>EVIDENCE IN PRACTICE</b>   | <b>REVIEW OF EVIDENCE IN PRACTICE</b> |
| 6. Conceptualise, plan and implement an appropriate learning programme             | <ul style="list-style-type: none"> <li>Articulate clearly the aims of their teaching, give sounds professional reasons for adopting these aims and implement them in practice</li> <li>Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</li> </ul> | WHAT DO I TAKE INTO ACCOUNT WHEN PLANNING PROGRAMMES OF WORK FOR GROUPS AND INDIVIDUALS?  | <p>Use the NZC, curriculum statements and CIP guidelines when designing learning programmes</p> <p>Links are made to previous and future learning, other learning areas, KCs and Values</p> <p>Use knowledge of students and their achievement information and interests to construct with students content and approaches to motivate and challenge them</p> <p>Use learning outcomes, WALTS, success criteria, feedback and feed forward conferencing and unpacking assessment tasks and data with students.</p> <p>Long term planning, weekly planning, use of learning overview and CIP documents along with NZC and curriculum statements are undertaken</p> <p>Planning for learning is based on data based evidence, learner need and learner interests</p> <p>Deliberate acts of teaching are targeted to students learning needs</p> <p>Have high expectations for learning and work with students to set high personal goals</p> <p>e-Learning is used effectively to help students make connections, share learning and enhance opportunities to learn</p>   |                                       |
| 7. Promote a collaborative inclusive and supportive learning environment           | <ul style="list-style-type: none"> <li>Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate learners</li> <li>Foster trust, respect and co-operation with and among learners</li> </ul>  | HOW DOES MY TEACHING PRACTICE PROMOTE AN ENVIRONMENT WHERE LEARNERS FEEL SAFE TO EXPLORE IDEAS AND RESPOND RESPECTFULLY TO OTHERS IN THE GROUP? | <p>Setting up and sustaining positive, reflective classroom management processes</p> <p>Teachers co-construct appropriate learning intentions and success criteria with students</p> <p>Regular, specific feedback on students work contributes to the next stage of learning</p> <p>Fostering role modeling, risk taking, supportive comments and actions</p> <p>Use a variety of small group, individual and class organisations for learning</p> <p>Facilitate Circle Time and RJ practices to acknowledge and address ALL learners needs, both children and adult</p> <p>Participate in assemblies where learning is shared and achievements acknowledged</p> <p>Use of goal setting, questioning, reflection, inquiry pedagogy to engage and motivate learners</p> <p>Use of many different learning tools Multiple Intelligence, HOMS, ICT</p> <p>Focus on the school values where all are treated with respect and individual needs are acknowledged and catered for so children feel safe and are empowered to offer ideas, take risks and engage with their learning</p> <p>Student centered philosophy</p> <p>Feedback, feed forward and consequences</p> <p>Focus on oral language skills</p> <p>Using child friendly language</p> <p>Students are taught how to manage their learning and behaviour</p> |                                       |
| 8. Demonstrate in practice their knowledge and understanding of how learners learn | <ul style="list-style-type: none"> <li>Enable learners to make connections between their prior experiences and learning and their current learning activities</li> <li>Provide opportunities and support for learners to engage with, practise and apply new learning to different contexts</li> <li>Encourage learners to take</li> </ul>     | HOW DOES MY TEACHING REFLECT THAT I UNDERSTAND THE MAIN INFLUENCES ON HOW MY LEARNERS LEARN?  | <p>Explicitly teach, model and nurture self-managing learner dispositions with reference to the WPS model</p> <p>Use inquiry pedagogy, self-directed learning practices and Restorative Justice practices</p> <p>Use goal setting/reflective process</p> <p>Use student assessment to reflect on effectiveness of teaching</p> <p>Unpack assessment results with learners so students can talk about their own learning achievements and their next learning steps</p> <p>Use feedback and feed forward, success criteria, exemplars (models of success), peer and self-assessment practices</p>  |                                       |

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|   | <ul style="list-style-type: none"> <li>responsibility for their own learning and behaviour</li> <li>Assist learners to think critically about information and ideas and to reflect on their learning</li> </ul>  |  | <ul style="list-style-type: none"> <li>Use of self-directed learning strategies</li> <li>Assessment information is valid, reliable and gathered from a variety of sources</li> </ul>   |  |
| 9. Respond effectively to the diverse language and cultural experiences and the varied strengths, interests and needs of individuals and groups of learners | <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of social and cultural influences on learning by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</li> <li>Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse learners</li> <li>Modify teaching approaches to address the needs of individuals and groups of learners</li> </ul>   | HOW DOES MY KNOWLEDGE OF THE VARIED STRENGTHS, INTERESTS AND NEEDS OF INDIVIDUALS AND GROUPS OF LEARNERS INFLUENCE HOW I TEACH THEM? | <ul style="list-style-type: none"> <li>Use different ways of teaching to address a variety of learning, cultural, social and emotional needs and learning styles</li> <li>Use different groupings and organisations</li> <li>Know my learners</li> <li>Use e-learning opportunities and tools</li> <li>Implement specialised programmes (e.g. ESOL, STEPS, METACOGS)</li> <li>Individualised learning programmes IEPs and ILPs where any difference is accepted and planned for</li> <li>Use of specialised resources and learning activities</li> <li>Use of self - directed learning strategies and student voice in learning.</li> <li>Use of experts/ invited guests, LEOTC to enhance learning</li> <li>Focus on the NZ context</li> <li>Use of student choice and independence</li> </ul>  |  |
| 10. Work effectively within the bicultural context of Aotearoa NZ   | <ul style="list-style-type: none"> <li>Practise and develop the relevant use of te reo Maori me nga tikanga-a-iwi in context</li> <li>Specifically and effectively address the educational aspirations of Maori learners, displaying high expectations for their learning</li> </ul>   | IN MY TEACHING HOW DO I TAKE INTO ACCOUNT THE BICULTURAL CONTEXT OF TEACHING AND LEARNING IN AOTEAROA NZ?                            | <ul style="list-style-type: none"> <li>Te Reo programme with Mary Anne</li> <li>Integrate te reo and tikanga in everyday classroom and school practices and culture</li> <li>Understand te reo and tikanga</li> <li>Observe and follow up on the work of the Maori tutor</li> <li>Identify the progress of Maori children in school</li> <li>achievement reviews expectations</li> <li>The mana of participating in the kapahaka group and things Maori</li> </ul>   |  |
| 11. Analyse and appropriately use assessment information which has been gathered formally and informally  | <ul style="list-style-type: none"> <li>Analyse assessment information to identify progress and ongoing learning needs of learners</li> <li>Use assessment information to give regular and ongoing feedback to guide and support further learning</li> <li>Analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li> <li>Communicate assessment and achievement information to relevant members of the learning community</li> <li>Foster involvement of whanau in the collection and use of information about the learning of learners</li> </ul> | HOW DO I GATHER AND USE ASSESSMENT INFORMATION IN WAYS THAT ADVANCE THE LEARNING OF MY STUDENTS?                                     | <ul style="list-style-type: none"> <li>Gather formative data regularly to identify learner need and next learning steps with the learner</li> <li>Use feedback and feed forward along with NLS, consistently and effectively</li> <li>Collect data for school and student targets and school advancement projects</li> <li>Co-construction of goals, WALTs, success criteria and NLS with students</li> <li>Collect normed and standardised data to inform strategic planning</li> <li>Document and file assessment data, analysis of this and make use of this data to benefit the learner and to report to parents</li> <li>Contribute to whole school reports to the community, Board and Ministry</li> <li>Consult with parents on assessment practices and reporting</li> <li>3-way conferences</li> <li>Use pre and post testing</li> <li>Track progress over time using Access data base and new LMS as Schoolmaster is not being continued</li> <li>Use of self and peer assessment processes</li> <li>Use of reflection journals</li> <li>Use of individual, group and class goals and groupings to bring about personalized learning</li> <li>Written reports</li> </ul> |  |
| 12. Use critical inquiry and problem solving effectively in their professional practice   | <ul style="list-style-type: none"> <li>Systematically and critically engage with evidence and professional literature to reflect on and refine practice</li> <li>Respond professionally to feedback from members of</li> </ul>   | How do I advance the learning of my akonga through critical inquiry within my professional learning?                                 | <ul style="list-style-type: none"> <li>Participation in Ariki QLC sessions, staff workshops, team workshops, curriculum teams discussions, breakouts and PL workshops.</li> <li>Professional reading</li> </ul>  |  |

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|  | <ul style="list-style-type: none"><li>• their learning community<br/>Critically examine their own beliefs, including cultural beliefs and how they impact on their professional practice and the achievement of learners</li></ul> |  |  |  |
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