



New Zealand
Teachers Council
Te Pouherenga Kaiako o Aotearoa



MASSEY UNIVERSITY
COLLEGE OF EDUCATION
TE KUPENGA O TE MĀTAURANGA

Registered Teacher Criteria Self-Assessment Tool

Criterion 1:

establish and maintain effective professional relationships focused on the learning and wellbeing of all ākonga

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Engage in ethical, respectful, positive and collaborative professional relationships with:
 - ākonga;
 - teaching colleagues, support staff and other professionals;
 - whānau and other carers of ākonga; and
 - agencies, groups and individuals in the community.

QUESTIONS I MIGHT ASK MYSELF:

- What is the nature of the relationships I have with students, colleagues, parents and caregivers?
- How can I develop these further?
- How can I access/use personal information about students that may affect my teaching?
- How can I access agencies, groups, individuals in the community?
- Who is out there and how might they support me?
- What do I do to establish effective working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?

STRATEGIES THAT MIGHT HELP ME:

School processes:

- Establish collegial relations with staff by participating in staff activities, taking an interest in what other staff members are doing, regular, positive interactions.
- Dress and behave in a professional manner.
- Participate in professional development (PD), both in school and through outside agencies.
- Engage with whānau to discuss student behaviour and achievement - regular personal communication with caregivers.
- Involvement in extra-curricular activities.

Classroom processes:

- Promote positive and appropriate relationships with students, eg greet/farewell students each lesson.
- Attempt at least one positive interaction with each student each lesson.
- Acknowledge learner effort.

Feedback:

- Provide information or encouraging reflective thought with students and their whānau.
- Seek feedback from the students, colleagues, whānau and the community on a regular basis, eg about student learning, student ability to organise gear, homework, what student enjoys about the subject, what students find effective, what students find challenging.

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken (including in-school professional development).
- Notes on opportunities taken to learn or practise skills in teaching in different styles (including reflection and/or feedback).
- Examples of changes made to planning based on different levels within the class.
- Examples where staff, students, parents or the local community have appreciated my involvement in extra-curricular activities.
- Evidence of feedback from students (written, oral, perception data).
- Evidence from Self-Assessment Tool (SAT).
- Evidence from in-school appraisal processes.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- Ākonga feel empowered, acknowledged, their mana is intact, they know they have an important voice in the learning environment and in the ākonga wider social picture. Ākonga respect the teacher's requests and instructions.
- The teacher shows respect for and interest in ākonga, using their preferred name accurately and by learning about them and their background, taking into account their interests and identity. The teacher responds with empathy, interest and fairness to all ākonga actions, responses to questions and contributions to questions and debates. Pastoral care roles (eg form/whānau teacher) are undertaken effectively and responsibly. The teacher clearly demonstrates understanding that effective relationships are pivotal to learning for all ākonga and certainly for those who are Māori.
- There are open, respectful interactions among all parties across learning. The teacher knows and uses appropriate programme channels and national initiatives for the benefit of ākonga. Effective communication skills are used including respectful and positive language and tone used about and among staff, showing support of one another.
- There is open, comfortable interaction between and among whānau, ākonga and teacher. Whānau are actively involved and engaged across the learning. The teacher engages positively in discussion with whānau (including both good news and concerns) and uses the ideas derived from this to inform their practice and create learning experiences. Whānau are treated as partners in education, they are invited to make suggestions for teaching practice and offered suggestions as to how they can support learning. Whānau feel comfortable talking to the teacher about their child - they know that the teacher has their child's best interest at heart.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 2:

demonstrate a commitment to promoting the wellbeing of all ākonga

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning

Meets Criterion

Exceeds Criterion

KEY INDICATORS:

- i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe.
- ii. Acknowledge and respect the languages, heritages and cultures of all ākonga.
- iii. Comply with relevant regulatory and statutory requirements.

QUESTIONS I MIGHT ASK MYSELF:

- How can I access/use personal information about students that may enhance the effectiveness of my teaching?
- How can I access agencies, groups, individuals in the community?
- Who is out there and how might they support me?
- What type of environment have I created in the classroom?
- What sort of behaviour should a focussed and engaged student exhibit?
- If student(s) are not engaging, is it because they do not feel safe either physically, socially, culturally or emotionally?
- Can I make a difference by changing an aspect of my interaction with student(s) or delivery of a lesson?
How?
- Who can help me?
- What is acceptable behaviour (for everyone) in the classroom and what routines can be used to achieve this?
- What are the different learning styles my students might have?
- Does my teaching style meet the needs of the different learning styles of students?
- Where can I learn about different learning styles?
- Are my lessons interesting, varied, relative, contextual?
- What are the relevant regulatory and statutory requirements and where do I find out about them?
- How do I show in my practice that I actively promote the wellbeing of all ākonga for whom I am responsible?

STRATEGIES THAT MIGHT HELP ME:

School processes:

- Engage with whānau to discuss student behaviour and achievement - regular personal communication with caregivers.
- Involvement in extra-curricular activities.
- Dress and behave in a professional manner.

Classroom processes:

- Promote positive and appropriate relationships with students, eg greet/farewell students each lesson.
- Attempt at least one positive interaction with each student each lesson.
- Acknowledge learner effort.

Feedback:

- Provide information or encouraging reflective thought.
- Seek feedback from the students, colleagues, whānau and the community on a regular basis, eg about student learning, student ability to organise gear, homework, what student enjoy, what students find effective, what students find challenging.
- Be aware of safety issues associated with the classroom, subject-specific gear. Know safety procedures.

Learning Styles:

- Recognise and appreciate the different learning styles of individual students.
- Learn how to use these styles effectively in my teaching to meet learner need.
- Fully understand appraisal and registration requirements including all regulatory and statutory requirements for keeping learners safe.

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken (including in-school professional development).
- Notes on opportunities taken to learn or practise skills in teaching in different styles (including reflection and/or feedback).
- Examples of changes made to planning based on different levels within the class.
- Examples where staff, students, parents or the local community have appreciated my involvement in extra-curricular activities.
- Evidence of feedback from students (written, oral, perception data).
- Evidence from Self-Assessment Tool (SAT).
- Evidence from in-school appraisal processes.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher adapts practice in response to the varied and changing physical, social and emotional wellbeing of all ākonga. S/he supports ākonga to develop positive attitudes towards social interactions, challenge and risk, healthy eating and other self-care, conflict resolution, independence and interdependence.
- Fair and consistent relationships are maintained and the use of inclusive and empathetic language is used.
- S/he responds to ākonga verbal and non-verbal cues, and supports ākonga to recognise their own cues and to respond appropriately to those of others. Special care is taken in helping ākonga adapt to new learning environments and new or changing situations in their lives. Ākonga feel comfortable in taking learning risks.
- The teacher maintains appropriate records in a timely and organised way as required and is proactive in seeking internal/external advice or help to ensure the best interests of the particular ākonga.
- The teacher is responsive to policies and procedures related to ākonga wellbeing and safety. S/he is aware of, and knows how to access information relating to the relevant legal, ethical and regulatory requirements.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 3:

demonstrate commitment to bicultural partnership in Aotearoa New Zealand

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.

QUESTIONS I MIGHT ASK MYSELF:

- What is my understanding of a bicultural partnership?
- What does showing respect for cultures look like?
- How have I incorporated this knowledge into my planning and execution of lessons?
- Have I actively sought appropriate assistance at this planning stage?
- How do my teaching styles reflect and demonstrate appreciation of the bicultural partnership of the Treaty of Waitangi?
- How do I develop and maintain links with these cultures - including the families/whānau?
- How do I fit into the local community? (Do I have a link with the local marae?)
- Who could best mentor me in this work?
- How do I continue to advance my professional learning in this area as a teacher?

STRATEGIES THAT MIGHT HELP ME:

- Understand and use existing models of effective practice, eg Kotahitanga, Ka Hikitia and Te Mana Kōrero.
- Classroom observations by appropriate observer focussing on this area.
- Involvement in professional development - individual, staff, community in the context of the Treaty of Waitangi and our bicultural history.
- Actively seeking feedback on performance in this area from staff, students and whānau.
- Access students as resources within school setting.
- Attending cultural events at school or in the local community.

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken.
- Samples of student voice (and the voice of others) that demonstrates commitment to a bicultural partnership.
- Notes on opportunities taken to learn or practice skills in less known cultural areas.
- Examples of changes made to planning based on cultural opportunity.
- Examples where staff, students, parents or the local community have appreciated my interest, involvement or initiation of cultural expression.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher advances her/his knowledge and understanding of the principles of partnership, protection and participation embodied within te reo Māori and English language versions of the Treaty of Waitangi. S/he models and advocates for authentic partnerships between both parties to the Treaty. S/he promotes ākonga development towards biculturalism and bilingualism, including knowledge of the local history of both Treaty partners.
- The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he knows and is able to use pēpeha and whakatauki when relevant. S/he acknowledges and works to understand (and promote) Māori world views and appreciate how these might differ from his/her own world view and reflects on the implications of this for learners. S/he seeks and responds to, a Māori voice in all aspects of the life of the school or centre. This may include actively involving iwi, hāpu and whānau in determining, planning, delivering and evaluating the curriculum.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 4:

demonstrate commitment to ongoing professional learning and development of personal professional practice

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Identify professional learning goals in consultation with colleagues.
- ii. Participate responsively in professional learning opportunities within the learning community.
- iii. Initiate learning opportunities to advance personal professional knowledge and skills.

QUESTIONS I MIGHT ASK MYSELF:

- How do I identify what professional learning opportunities would be required and what would be of value?
- Who can best advise me on professional development opportunities?
- What are the obligations of the school to facilitate these opportunities?
- Were professional development goals achieved?
- Did the professional development meet my needs this year?
- Where to now?
- How do I know what to move on to?
- What further professional development do I need?
- How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?

STRATEGIES THAT MIGHT HELP ME:

- School management systems and appraisal documentation/practices lead to regular goal-setting and review.
- Professional development must align with progress towards registration.
- Use of focus areas from SAT and conversations with mentor to further inform decisions.
- Discussion with mentor and other PRTs on the value and application of professional development.
- Membership of an in-school Professional Learning Community (PLC).

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken (both in-school and off-site) - recorded in portfolio.
- Notes on opportunities taken to learn or practise skills arising from professional development.
- Examples of changes made to planning based on professional development opportunity - application of professional development learning.
- Examples of sharing my professional development opportunity with others.
- Evaluation form/review of professional development goals and planning for future professional development.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher reflects on his/her learning and how this informs his/her teaching. The teacher demonstrates active and supportive participation in collective professional learning activities and conversations. S/he accesses current knowledge from professional reading and shares this with others. There is documented evidence of personal and collective professional development.
- The teacher has a positive attitude to, and engages collaboratively in, appraisal processes. S/he contributes to development of school/syndicate/departmental goals and aligns these with his/her own professional development goals. There is careful consideration of guidance from others.
- There is evidence of professional development to extend knowledge of te reo Māori, tikanga Māori, and mana whenua of local iwi.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 5:

show leadership that contributes to effective teaching and learning

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning

Meets Criterion

Exceeds Criterion

KEY INDICATORS:

- i. Actively contribute to the professional learning community.
- ii. Undertake areas of responsibility effectively.

QUESTIONS I MIGHT ASK MYSELF:

- How do I become a leader?
- What is a leadership role?
- What do I do to show leadership?
- How can my mentor support me in these areas?
- What are my areas of responsibility?
- How do leadership opportunities contribute to effective teaching and learning?
- What contributions do I make to my PLC?
- What do I have to do to show leadership in the classroom and my curriculum area?
- Do I understand effective feedback and feed forward processes?
- How do I help support my colleagues to strengthen teaching and learning in my setting?

STRATEGIES THAT MIGHT HELP ME:

- Allow classroom observations in my room.
- Make time to have professional discussions with colleagues and mentor.
- Develop skills in partnership with mentor to lead and support other teachers.
- Take notes of professional discussions for personal reflection.
- Find relevant readings and research and share with others.

REFLECTIONS:

- Do I demonstrate leadership that contributes to effective teaching and learning?
- How do I go about this?
- Feed forward - where to from here?
- Do I actively share knowledge gained from various professional development with my mentor/colleagues and set goals for further development?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- Demonstrate awareness of professional standards.
- Demonstrate leadership in specialist areas for internal school professional development where appropriate.
- Manage and/or develop resources safely and effectively.
- Demonstrate flexibility and adaptability to meet students' learning needs.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher contributes ideas, resources and energy to provide professional stimulation and support for colleagues and other staff. S/he may motivate and support others in their own professional development and contribute to the development of an open and reflective professional culture. This includes sharing resources, strategies, ideas and new professional learning with colleagues, whānau and others as appropriate.
- The teacher advocates for the teaching profession. S/he participates in a range of local/regional/national professional networks and moderation processes. S/he takes on additional responsibilities such as co-curricular and pastoral care roles. Responsibilities are carried out effectively, appropriately and in a timely manner.
- The teacher participates positively and effectively in the review of the organisation's philosophy and practice. S/he both seeks advice and offers assistance and encourages colleagues to take on roles in leadership. S/he models effective teaching practice.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 6:

conceptualise, plan and implement an appropriate learning programme

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice.
- ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents.

QUESTIONS I MIGHT ASK MYSELF:

- What are the aims of my unit/programme?
- How do my aims link to learning outcomes and the NZ Curriculum?
- What resources can I use?
- What teaching strategies can I use?
- Do I need to check/update my knowledge of content?
- Can I make real world connections to my unit of work?
- Who can best advise me on content knowledge and planning?
- How can I ensure that I meet the wide range of learning needs in my class? (How do my students' best learn?)
- What do my students already know?
- How do I access and use appropriate data to ensure my programmes are effective?
- What do I take into account when planning programmes of work for groups and individuals?

STRATEGIES THAT MIGHT HELP ME:

- Classroom observations focussing on implementing a new unit.
- Classroom visits to observe other teachers' use of resources and strategies; including other schools if possible.
- Involvement in professional development - individual, staff.
- Actively seeking feedback on planning and implementing lessons.
- Use of performance data to develop new learning programme(s).
- Discussions with Mentor Teacher.
- Linking to curriculum documents.
- Establish an outcome for every lesson and share this with the students.

REFLECTIONS:

- How have my students responded to this learning programme?
- What might I do to improve my teaching?
- How will I know when/if my planning and delivery of lessons is improving?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken.
- Notes and reflections made by classroom observers.
- Notes made during discussions with colleagues and during visits.
- Unit plans and examples of changes made to planning based on classroom observations and visits and discussions with Mentor Teacher, student work, student feedback.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher's planning and teaching demonstrate a coherent learning programme aligned to ākonga needs and interests. Links to relevant curriculum documents are apparent as are essential connections across curriculum and curriculum strands, competencies and/or levels. Links to whole school/service curriculum planning is evident and clearly informed by the appropriate New Zealand Curriculum framework and statements.
- The teacher is able to share his/her vision of what a learning programme is going to achieve, taking into account ākonga dispositions and specific learning needs and the expectations of the learning community. S/he actively provides opportunities for whānau involvement in planning the learning programme. Teaching practice is informed and supported by accessing, sharing, reflecting on and articulating a diverse range of resources.
- The work of ākonga shows evidence the teacher has planned an effective programme that is clearly linked to the curriculum.
- The teacher thinks critically about how to implement the curriculum in ways that are inclusive and non-discriminatory and taking the other criteria in this document into account.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____

(PRT)

(Mentor Teacher)

Criterion 7:

promote a collaborative, inclusive and supportive learning environment

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga.
- ii. Foster trust, respect and co-operation with and among ākonga.

QUESTIONS I MIGHT ASK MYSELF:

- Do I understand the effective pedagogy section of the NZ Curriculum?
- What does effective learning setting management look like?
- What are successful motivation strategies?
- How have I incorporated motivation strategies into my planning and execution of lessons?
- How do my teaching styles foster trust, respect and co-operation?
- How do I manage learning setting behaviour?
- How do I learn from others' practices, both positive and negative?
- How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?

STRATEGIES THAT MIGHT HELP ME:

- Teaching observations focussing on the effective learning environment.
- Use of equipment in the learning setting.
- Involvement in professional development - individual, staff and community.
- Professional discussions.
- Actively seeking feedback on performance in this criteria area.
- Understanding questioning techniques.
- Information recorded for reflection.
- Effective planning.
- Visits to observe other teachers.
- understanding and using co-operative and inquiry learning.
- Learning setting environment and structure (seating plans).
- Established routines.

REFLECTIONS:

- What do I do well?
- How do I obtain feedback to ensure this is occurring?
- Who might I ask for critical feedback?
- Who can advise me in this area?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken - notes on opportunities taken to learn or practise skills.
- Examples of planning based on promoting an effective learning environment and classroom observations/ feedback discussions.
- Examples where staff, students, parents or the local community have appreciated my interest, interactions with parents, whānau.
- Teacher has effective support - regular meetings with mentor.
- Group learning, class discussion, student feedback/survey, student work displays noted in observations.
- Appropriate classroom resources, good environment in the classroom.
- Lesson planning, classroom management, positive role model(s), clear expectations, issues resolved promptly.
- High expectations of the learners, students engage in learning, differentiated learning, classroom culture of inquiry, through classroom observations.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher uses behaviour management strategies that are appropriate for the promotion of learning. His/ her expectations are clear, widely known and agreed upon among and by the school and community. S/he creates a positive, supportive, warm, welcoming and vibrant environment with visual evidence of learning. S/he notices, recognises and responds to ākonga learning dispositions and promotes a culture of success.
- S/he champions positive relationships with whānau so they and the ākonga know they belong, that is, they have a sense of turangawaewae. Discussion theory is linked to real world applications.
- It is evident ākonga are engaged in learning and exhibit a high level of task commitment. The learning environment is organised to allow for differentiated learning.
- The teacher works to build a positive classroom climate, encouraging ākonga to help each other and reduce negative interactions among ākonga. S/he implements and promotes agreed processes for resolving issues positively. S/he is a role model for constructive ways of relating to others, using encouragement, positive comments and accepts ākonga points of view and responses.
- S/he provides opportunities for ākonga to express their views and encourages constructive criticism and defence of points of view, creating a culture of inquiry, critical analysis and reflection throughout the learning process. S/he shows his/her self as a life-long learner. Learners are encouraged and supported to take risks - they are viewed and affirmed as confident, capable ākonga.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 8:

demonstrate in practice their knowledge and understanding of how ākonga learn

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Enable ākonga to make connections between their prior experiences and learning and their current learning activities;
- ii. Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts;
- iii. Encourage ākonga to take responsibility for their own learning and behaviour;
- iv. Assist ākonga to think critically about information and ideas and to reflect on their learning.

QUESTIONS I MIGHT ASK MYSELF:

- How do I establish background information?
- How do I elicit the information from the students?
- How much information should I allow to influence my planning?
- How does my teaching reflect that I understand the main influences on how my learners learn?
- How am I planning my strategies based on my student needs?
- How do I demonstrate knowledge of my learner, their backgrounds, interests and identity?
- Do I provide students the opportunity to reflect on their learning experiences?
- Do I allow my students to reflect on their learning and behaviour?
- Do I allow students to set themselves personal goals?
- How do I support the students to implement their personal goals?
- How does my teaching reflect that I understand the main influences on how my ākonga learn?

STRATEGIES THAT MIGHT HELP ME:

- Observations of other staff. members and other PRTs.
- Effective planning.
- KNOWING the students who are in the class.
- Good use of questioning techniques to establish background knowledge.
- Student voice/ reflection.
- Plan in partnership with the students – be able to adapt according to how the lesson is going.
- Use of diagnostic testing to establish learning styles and prior knowledge.
- Attending relevant PD, particularly relating to strategies.

REFLECTIONS:

- How do I demonstrate knowledge of my learners preferred learning style(s)?
- Am I able to change and adapt my lessons to meet student demand at the time?
- Who might I ask to confirm this?
- What is the value of their reflection?
- How do I use it effectively?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- Planning acknowledges prior learning and provision of authentic learning experiences.
- Use of a variety of teaching strategies and understanding of why the strategies are being used.
- Evidence in planning of strategies to cater to all students (ESOL, Māori, Pasifika, etc)
- Co-construction of lessons demonstrated in planning adjustments.
- Student voice evident in implementation of lesson – demonstrated in evaluative comments.
- Samples of student work and feedback.
- Consideration of what I want the students to achieve and draft my reflection sheet accordingly.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher acknowledges the rich background and prior learning of ākonga in order to plan and provide authentic learning experiences. S/he affirms the values and aspirations of ākonga and their whānau through the choice of learning experiences and assessments. S/he shows awareness of how historical policies and practices impact on how teachers and ākonga interact and respond to learning situations.
- The teacher draws on his/her knowledge of human development and his/her knowledge of the ākonga dispositions and their whānau when planning for and interacting with ākonga. S/he uses knowledge of individuals to manage group dynamics to facilitate learning and draws on current research findings to effectively engage Māori learners (eg the tuakana/tēina principle may be drawn on to support learning).
- There is evidence of support strategies for ākonga whose first language is not the primary language of the education setting
- The planning and teaching is meaningful to ākonga and leads to active engagement in learning. Prior learning is established and drawn on so that knowledge is co-constructed with ākonga and the concept of ako should be evident, where teaching and learning roles are interchangeable.
- The teacher provides opportunities for ākonga to take on a variety of roles. S/he uses/alters the environment to manage the learning process. Programmes provide a range of activities, with the teacher looking for new strategies, being flexible, taking risks, trying new things. S/he provides multiple opportunities to learn concepts, using a range of approaches and allows sufficient time for learning to occur.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Criterion 9:

respond effectively to the diverse language and cultural experiences and the varied strengths, interests and needs of individuals and groups of ākongā

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. 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;
- ii. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā; and
- iii. Modify teaching approaches to address the needs of individuals and groups of ākongā.

QUESTIONS I MIGHT ASK MYSELF:

- What are the important social and cultural influences on learning in this school?
- What best practice teaching approaches are effective for learners in a multicultural context?
- What are the needs of the learners at this school?
- How have I incorporated this knowledge into my planning and choice of assessment?
- How will I best utilise the technologies and resources available to me?
- Do I understand analysis and use of relevant data?
- Am I aware of the languages in the cultures that I teach?
- Am I engaging the learners in my teaching in a cultural context?
- Am I flexible in my teaching approaches?
- How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākongā influence how I teach them?

STRATEGIES THAT MIGHT HELP ME:

- Classroom observations and visits with a specific focus.
- Involvement in culturally specific PD – individual, staff, community.
- Actively seek feedback on performance in this area from staff, students and whānau.
- Find out and use community cultural resources.
- Attend/participate in school related cultural events.
- Identify school ethnic profile.
- Use of school based cultural leaders/identities.

REFLECTIONS:

- How do I relate to the local community?
- What is local community feedback?
- Who might I ask for critical feedback?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken.
- Examples of changes made to planning based on addressing the needs of learners.
- Feedback from staff, students and the local community.
- Lesson observations and visits.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher demonstrates a repertoire of teaching skills and techniques to support the engagement of ākonga in learning.
- The teacher supports language development across all curriculum areas, including strategies to support second language learners. A Māori world view is demonstrably valued in the learning environment and interactions with learners. It is clear that planning, teaching and assessment are linked coherently and effectively.
- The teacher notices, recognises and responds to the interests and strengths of each ākonga and views him/her as a confident, capable partner in the learning process. Planning and teaching is responsive to individuals and incorporates learners' choice and differentiated learning strategies. The teacher selects and modifies strategies/approaches and resources, including ICT, based on the effectiveness of learners' previous experiences and engagement.

GOALS I MIGHT WISH TO SET: eg support and participate with a school cultural group.

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 10:

work effectively within the bicultural context of Aotearoa New Zealand

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context
- ii. Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning

QUESTIONS I MIGHT ASK MYSELF:

- What is my understanding of a bicultural partnership?
- How have I incorporated this knowledge into my planning and execution of lessons?
- Have I actively sought appropriate assistance at this planning stage?
- What are the educational aspirations of my Māori learners?
- How do I plan to develop these aspirations?
- Are my expectations clearly communicated for my Māori learners?
- How do my teaching styles reflect and demonstrate appreciation of the bicultural partnership of the treaty?
- How do I develop and maintain links with these cultures – including the families/whānau?
- How do I fit in to the local community? (Do I have a link with the local marae?)
- How do I practise and develop my use of te reo Māori? (use of Māori greetings, terms and descriptive words)
- Who would best mentor me in this work?

STRATEGIES THAT MIGHT HELP ME:

- Understand and use existing models of effective practice e.g. Kotahitanga and Ka Hikitia, Te Mana Kōrero.
- Classroom observations by appropriate observer focussing on this area.
- Involvement in professional development – individual, staff, community in the context of the Treaty of Waitangi and our bicultural history.
- Actively seeking feedback on performance in this area from staff, students and whānau.
- Access student voice resources within school setting.
- Use of student voice to gauge educational aspirations.
- Attending cultural events at school or in the local community.

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- List of professional development undertaken.
- Samples of student voice (and the voice of others) that demonstrates appropriate use of te reo (and/or English).
- Notes on opportunities taken to learn or practice skills in less known cultural area.
- Examples of changes made to planning based on cultural opportunity.
- Student achievement data.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher actively promotes and models the correct use of te reo Māori and positive attitudes towards the Māori language as one of the official languages of Aotearoa New Zealand. S/he pronounces te reo Māori correctly in day-to-day practice and demonstrates a growing knowledge of te reo Māori and tikanga Māori. S/he demonstrates knowledge of mana whenua (reference markers of iwi and hāpu), and incorporates this into the learning programme.
- The teacher invites and draws on links with local iwi so the teacher can implement tikanga Māori in the teaching and learning environment. eg pōwhiri, poroporoaki, karakia and s/he represents te reo Māori and tikanga Māori in a variety of media. S/he has a working understanding of how to interact with Māori whānau on a day to day basis. S/he is open to developing his/her knowledge and skills to develop the ability to move comfortably within both cultures. S/he also promotes the ability of ākonga to operate in both cultures.
- The teacher understands the historical contexts of biculturalism in Aotearoa New Zealand and how this impacts on whānau and ākonga. S/he actively promotes positive learning outcomes for Māori ākonga through application of effective pedagogies, high expectations and understanding of historical, cultural and social contexts of the ākonga.
- Inclusive language and inclusive contexts for learning are used and promoted with bicultural experiences visible. The teacher consults whānau about learner needs and aspirations.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 11:

analyse and appropriately use assessment information, which has been gathered formally and informally

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Analyse assessment information to identify progress and ongoing learning needs of ākongā;
- ii. Use assessment information to give regular and ongoing feedback to guide and support further learning;
- iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching;
- iv. Communicate assessment and achievement information to relevant members of the learning community; and
- v. Foster involvement of whānau in the collection and use of information about the learning of ākongā.

QUESTIONS I MIGHT ASK MYSELF:

- What sources of data could I be using?
- How do I know that my students are progressing?
- Have I used a range of sources of data?
- Do I need someone to help me interpret the data?
- How do I gather and use assessment information in ways that advances the learning of my ākongā?

STRATEGIES THAT MIGHT HELP ME:

- Observations of other staff. members and other PRTs.
- Effective planning.
- KNOWING the students who are in the class.
- Good use of questioning techniques to establish background knowledge.
- Student voice/ reflection.
- Plan in partnership with the students – be able to adapt according to how the lesson is going.
- Use of diagnostic testing to establish learning styles and prior knowledge.
- Attending relevant PD, particularly relating to strategies.

REFLECTIONS:

- What do the student surveys tell me about their attitude and their view of their achievement/progress in my class?
- Where are my students at on the National Curriculum?
- Do I regularly share assessment information with the students and whānau?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- Reflection notes on gathered information.
- Teacher self-review demonstrates appropriate use of assessment tools.
- Examples of how I share assessment information with whānau, teachers and ākonga.
- Examples of assessment information appropriately recorded.
- Planning reflects use of assessment as a reflective tool.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher critically reflects on information gathered about learning to inform future practice to enrich the environment for learning and to support and extend the ākonga and the next steps in learning.
- The teacher knows how to make effective use of appropriate assessment technologies, for example, portfolio evidence, and learning stories/narratives. Good judgement is shown in selection of assessment information.
- Assessment information is shared with learners so that they know about their achievement and are able to use this information in their own goal setting for learning.
- The teacher communicates assessment information appropriately, effectively and openly with whānau, teachers and ākonga. S/he uses sensitive, informed professional judgements to guide practice and inform the ākonga and whānau of next steps. Assessment information is appropriately recorded and documented and communicated, for example, via reports and kanohi ki te kanohi (face to face) contact.
- The teacher uses assessment as a reflective tool e.g. for self-review or evaluation of programmes. Ākonga are involved when evaluating learning programmes. The teacher also engages openly in team discussions with teachers, whānau and other relevant members of the learning community when evaluating the success of learning programmes for all learners and planning for next steps in the teaching and learning programme.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

Criterion 12:

use critical inquiry and problem-solving effectively in their professional practice

SELF-ASSESSMENT: (mark line at your current level and also at your aspiration level)

Beginning	Meets Criterion	Exceeds Criterion
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KEY INDICATORS:

- i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice
- ii. Respond professionally to feedback from members of their learning community
- iii. Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.

QUESTIONS I MIGHT ASK MYSELF:

- What impact does higher level teaching and learning have on the students I teach?
- Where can I source information on critical enquiry?
- Who uses critical inquiry currently in my learning community?
- What changes will I make with regard to the feedback?
- How do I keep this a manageable part of my development?
- What evidence do I seek that my teaching is advancing the learning of all my ākonga?

STRATEGIES THAT MIGHT HELP ME:

- Professional reading.
- Professional development.
- Classroom observations.
- Classroom visits.
- Professional discussions.
- Include in lesson planning.
- Engages in positive dialogue regarding feedback.

REFLECTIONS:

- Am I demonstrating commitment to critical enquiry?
- What professional practice do I do well?
- Have I got it right? How will I know?
- Have I been able to establish a manageable and realistic approach to this?
- Is it impacting on my time management Is there a better way?
- Should I seek further feedback and advice?

WHAT MIGHT MY EVIDENCE LOOK LIKE?

- Teacher demonstrates high level approaches.
- Reflective evaluative practice occurs across all areas of practice.
- Teacher observes, listens to and learns from colleagues of his/her teaching practice.
- Positive change occurs.
- Professional relationships maintained.
- Demonstrate tolerance of varying attitudes beliefs and cultures.
- Reading log - list of professional readings.
- Feedback from observations.
- Students are exhibiting high level skills.
- Students offer a range of opinions.

WHAT EVIDENCE MIGHT A MENTOR/OBSERVER/APPRaiser LOOK FOR?

- The teacher incorporates metacognitive approaches (thinks about his/her thinking) across all aspects of practice. S/he participates positively in self-review processes and maintains currency in knowledge and understanding of learning theory and its application in context. S/he reflects on the effectiveness of communication and professional relationships at a personal and organisational level. Professional learning and self-reflection is undertaken when analysing assessment information.
- The teacher observes, listens to and learns from colleagues, including observations of his/her teaching practice. S/he engages with external professional associations and uses external opportunities for developing knowledge and skills.
- The teacher engages critically and collaboratively in examination of teaching and learning within the learning community and professional support networks. Respectful and responsive critical conversations allow for compromise, the management of change and effective group dynamics.
- The teacher examines his/her own teaching philosophy, values and beliefs and reflects on how that fits with the philosophy, values and beliefs espoused by the learning community and by making modifications to practice where necessary.
- The teacher understands, values and is able to articulate, his/her own heritage and culture and enables others to foster, articulate and value their own. S/he works to understand how his/her own world views may differ from others' and reflects on the implications of this for ākonga.

GOALS I MIGHT WISH TO SET:

COMMENTS:

Signed: _____
(PRT) (Mentor Teacher)

