PRACTISING TEACHER CRITERIA
SELF ASSESSMENT TOOL
(School)

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Using this tool
This self-assessment tool is designed to support teachers and professional leaders in using the Practising Teacher Criteria within their appraisal.

Curating (managing) Evidence
Teachers can manage (curate) evidence showing that their practice reflects the criteria using a paper based portfolio or an electronic portfolio. While some teachers like to divide their evidence into 12 sections, we do not advocate that approach. Instead more holistic approaches where the everyday practice of teachers and professional leaders is analysed and annotated to the criteria are frequently more meaningful.

Further information about holistic approaches can be found in the *Appraisal of Teachers Project: Phase Two* resources on the Council website.

Using the 12 criteria to curate evidence
1:      Using 12 dividers to represent the 12 Practising Teacher Criteria

Using holistic approaches to curate evidence
2:      Using the cultural competencies of *Tātaiako*

3:      Using examples of practice

4:      Using your goals (school and/or teacher linked to school)

5:      Using your teaching as inquiry model

6:      Using a combination of the above

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Criterion 1: establish and maintain effective professional relationships focused on the learning and well-being of all ākonga
Cultural competency: Whānaungatanga, actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
- engage in ethical, respectful, positive and collaborative professional relationships with: - ākonga - teaching colleagues, support staff and other professionals - whānau and other carers of ākonga - agencies, groups and individuals in the community.	- What is the nature of my professional relationships with my ākonga, their whānau and my colleagues? - What else can I do to establish effective working relationships with my ākonga, their whānau, my colleagues and others to support the learning of those I teach? - How can other teaching professionals, including colleagues and senior management, help me and how can I help them? - How can I access/use personal information about ākonga that may help me to better meet their needs? - How can I access agencies, groups, and individuals in the community to support my work as a teacher?	- Appropriate and professional communication with colleagues, ākonga and whānau. - Establishing collegial relations by participating with colleagues in staff activities, and taking an interest in what others are doing through positive professional interactions. - Participating fully in school/syndicate/faculty/department meetings and be an active member of the team. Share ideas with others. - Engaging with whānau and ākonga to discuss ākonga well-being and achievement. Engaging in regular professional communication as appropriate. - Participation in professional development (PLD), both in school and through outside agencies. Working with colleagues to enact the new learning. - Actively listening to what is being said by others and reflecting thoughtfully on information shared. - Participation in school related extra-curricular activities. - Requesting classroom observations to provide feedback on class dynamics, ākonga interactions, and my interactions with ākonga. - Establishing positive and appropriate relationships with and between ākonga. - Seeking regular feedback from the ākonga, colleagues, whānau and the community (e.g., about ākonga learning and interests; what they find helpful for their learning and what they find challenging), and using this feedback to make improvements where appropriate.

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What might my evidence look like?

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum*).

The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria, would inform the *Appraisal Annual Summary Report* that is completed with your appraiser. The evidence in the package would:

- show how the perspectives of others (as relevant to each criterion) are used in your practice
- be gathered from a range of sources, such as your planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?

- Ākonga and whānau feedback indicates that ākonga feel empowered, acknowledged, valued and respected. Both ākonga and their whānau clearly know they have an important voice in the learning environment and in the wider social picture.
- Ākonga show respect for the teacher's requests and instructions.
- Responses to ākonga questions and contributions to group discussions show empathy, interest and fairness.
- Pastoral care roles (e.g., form/whānau teacher) are undertaken effectively and responsibly.
- Open, constructive and respectful interactions are evident with ākonga, whānau, and colleagues
- Effective communication skills are used, including respectful language, a positive tone and actively listening to what is being said.
- Feedback indicates that whānau believe that the teacher treats them as partners in the education process, and that the teacher engages constructively in discussions with them about their child's learning and well-being. They also believe the teacher uses the information shared to good effect.
- Working effectively and collaboratively with colleagues and senior management to achieve important outcomes for ākonga and the school as a whole.
- Reflection regularly undertaken on the effectiveness of communication and professional relationships at a personal and organisational level.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 2: demonstrate a commitment to promoting the well-being of all ākonga

Cultural competency: Manaakitanga-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
- take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe - acknowledge and respect the languages, heritages and cultures of all ākonga - comply with relevant regulatory and statutory requirements.	- How can I access and use personal information about ākonga to better meet their needs? - What agencies, groups, individuals in the community are available to support my work as a teacher and how can I access them? - What type of emotional climate and learning environment have I created in my classroom? - What are acceptable behaviours for everyone in the classroom and how can these be fostered and maintained? - What can I do to create a sense of belonging? - What routines can be used to provide a sense of safety, stability and predictability for my ākonga? - Do ākonga feel physically, socially, culturally or emotionally safe in my classroom? If not what can I do to address their concerns? - How can I make my lessons interesting, engaging, relevant, and inclusive? - Can I make a positive difference by changing an aspect of my interaction with ākonga or delivery of a lesson? If so, how? - Who can help me to develop my	- Regular engagement with whānau to discuss ākonga, well-being, behaviour and achievement. - Promotion of positive and appropriate relationships with and between ākonga. - Monitoring of all ākonga closely to ensure they are being included and treated respectfully by their peers. - Seeking regular feedback from ākonga and whānau to ascertain if ākonga feel safe, included and valued. - Requesting classroom observations to provide feedback regarding class dynamics, ākonga interactions, and teacher/ākonga interactions. - Incorporation of Māori culture (including tikanga-a-iwi) in curriculum delivery and design processes. - Identification and the addressing safety issues associated with the classroom and equipment. Knowing emergency safety procedures. - Fully understanding appraisal and registration/certification requirements and all regulatory and statutory requirements for keeping ākonga safe. - Participation in school related extra-curricular activities.

| | practice so I can more effectively support my ākonga?
• How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?
• How do I display respect, integrity and sincerity when engaging with others, especially Māori ākonga whānau, hapū, iwi and those in the wider Maori community? | |

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What evidence might a mentor/observer/appraiser look for?

- A positive and productive learning environment in which ākonga clearly understand what is expected of them.
- Positive, constructive and respectful interactions are evident between the teacher and ākonga, and amongst ākonga.
- Fairness and consistency is shown in all dealings with ākonga.
- Close monitoring of Ākonga well-being is undertaken. Feedback from ākonga and whānau about ākonga well-being is regularly sought and acted upon. This feedback indicates that ākonga feel safe, included and valued.
- Teaching and learning programmes are adapted to meet the varied physical, social and emotional needs of individual ākonga.
- Cultural backgrounds of ākonga are recognised and respected.
- Ākonga are supported to develop positive attitudes towards: their peers, challenges associated with learning, self-care, conflict resolution, independence, and interdependence.
- Ākonga are responded to in an appropriate and timely manner. Inclusive and empathetic language is used in verbal interactions.
- Care is taken to help ākonga adapt to new learning environments and new or changing situations in their lives.
- Ākonga feel comfortable in taking risks as learners and seeking help when needed.
- Inappropriate behaviour is dealt with promptly, and appropriately.
- Internal and external advice or help is actively sought to ensure the needs of individual ākonga are addressed.
- Relevant legal, ethical and regulatory requirements are clearly understood. Policies and procedures related to ākonga well-being and safety are appropriately enacted.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

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<tr><td colspan="3">
<em style="color:red">Criterion 3: demonstrate commitment to bicultural partnership in Aotearoa New Zealand
<em style="color:red">Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed
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<tr><td>Key Indicators:</td><td>Questions I might ask myself:</td><td>Strategies that might help me:</td></tr>
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i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.

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- What is my understanding of relationships and values that reflect a bicultural partnership?
- How does my teaching practice demonstrate the bicultural partnership of the Treaty of Waitangi?
- What does this look like in my interactions with ākonga, whānau, my colleagues, other educational professionals, and those in the wider community?
- How do I continue to advance my professional learning in this area?
- Who could best mentor me in this work?
- How do I develop and maintain links with Māori whānau and local iwi?
- How do I fit in to the local community?
- Do I have a link with a local marae?
- How do I involve Maori whānau, hāpu and iwi in ways that can support and inform my teaching?

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- Understanding and using existing models of effective practice (e.g., Te Kotahitanga and Ka Hikitia).
- Focussed discussions in syndicate/ department/faculty focussing on this criterion.
- Involvement in PLD – individual, staff, community in the context of the Treaty of Waitangi and our bi-cultural history.
- Actively seeking feedback on performance in this area from colleagues, ākonga and whānau.
- Recognising, valuing and utilising Māori ākonga knowledge within the school setting.
- Providing culturally responsive and engaging contexts for learning for Māori ākonga.
- Attending cultural events at school and in the local community.
- Actively facilitating the participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes.
- Consciously using and actively encouraging the use of local Māori contexts to explore whakapapa, the environment, tikanga, language, history, place, geography to support ākonga learning and bicultural understanding.

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The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum*).

The evidence package (or portfolio) that focuses annually on the12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:

- show how the perspectives of others (as relevant to each criterion) are used in your practice
- be gathered from a range of sources, such as your   planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?

- A strong commitment to advancing her or his knowledge and understanding of the principles of partnership, protection and participation embodied within Te Tiriti o Waitangi is demonstrated.
- Knowledge and input is actively sought from local iwi in determining, planning, delivering and evaluating the curriculum.
- Te reo Maori, tikanga Māori, Māori perspectives, and local history are incorporated into programmes and teaching.
- Pēpeha and whakatauāki are used when relevant.
- The historical contexts of biculturalism in Aotearoa New Zealand and how these impact on whānau and ākonga are understood.
- Working in partnership with whānau of Maori ākonga to ensure their children achieve academic success as Māori.
- Valuing and sharing of his or her own heritage and culture, and supporting ākonga to do the same.
- An appreciation of Māori world views and promotion of these where appropriate.
- A Māori perspective on all aspects associated with schooling is actively sought and considered.

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Criterion 4: demonstrate commitment to ongoing professional learning and development of personal professional practice
Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
- identify professional learning goals in consultation with colleagues - participate responsively in professional learning opportunities within the learning community - initiate learning opportunities to advance personal professional knowledge and skills.	- How does PLD address my goals, the development of my practice, and the learning of my ākonga? - How do my practice and ākonga learning benefit from my PLD? - How do I identify what professional learning is required and what would be of value? - Who can best advise me on professional learning and development (PLD) opportunities? - What are my own and my school's responsibilities to facilitate these opportunities? - Were my PLD goals achieved? - Did my PLD meet my priorities and those of my ākonga? - What are my next steps?	- Engagement with school management systems and appraisal documentation/practices that lead to regular goal setting and review. - Professional learning and development that aligns with the goals or next steps identified in the appraisal process and renewal of my practising certificate. - Professional leader and colleague appraisal conversations that inform decisions around PLD needs. - Ongoing active involvement in a school/community of schools or other professional learning communities (PLC). - Reflection on how aspects of PLD have been enacted and the impact on ākonga learning.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What might my evidence look like?	

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum)*.

The evidence package (or portfolio) that focuses annually on the12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:

- show how the perspectives of others (as relevant to each criterion) are used in your practice
- be gathered from a range of sources, such as your   planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?

- Appropriate professional learning and development (PLD) is actively sought to address identified ākonga needs and knowledge gaps.
- There is active and constructive participation in collective professional learning activities and conversations.
- Aspects of PLD are incorporated into planning and teaching, and the impact of these changes on ākonga learning is assessed.
- Knowledge and current research findings from individual PLD activities are shared with colleagues.
- There is positive and collaborative engagement in appraisal processes and goal setting.
- A meaningful contribution is made to the development of school/syndicate/departmental goals. These goals are aligned of the teacher's own appraisal and PLD goals.
- Advice and guidance offered by others is carefully considered and enacted where appropriate.
- Knowledge gained from observing colleagues teaching is applied to own teaching.
- Professional development is undertaken to extend knowledge of te reo Māori, tikanga Māori, and mana whenua of local iwi.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 5: show leadership that contributes to effective teaching and learning
Cultural competency: Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
• actively contribute to the professional learning community • undertake areas of responsibility effectively.	• What are the characteristics of an effective leader? • What is a leadership role? • What do I do to show leadership? • How can I be mentored to build my leadership capability? • Am I clear about my areas of responsibility and am I addressing these effectively? • How do leadership opportunities contribute to effective teaching and learning? • What contributions do I make to my professional learning community (PLC)? • What do I need to do to show leadership in the classroom and my curriculum area? • How do I engage with ākonga, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning? • How do I acknowledge and access the expertise that Māori parents, whānau, hapū and iwi offer? • Do I understand and engage with effective feedback and feedforward processes? • How do I help support my colleagues to strengthen teaching and learning in our school? •	• Requesting classroom observations of my teaching. • Making time to have professional discussions with colleagues. • Attending and contributing to PLD opportunities within and beyond my school. • Being an active member of professional learning communities. • Developing skills in educative mentoring and coaching to lead and support other teachers. • Sharing PLD knowledge, relevant readings and research with colleagues. • Observing and learning from experienced teachers. • Constructive engagement with professional leaders and colleagues on feedback and feedforward process. • Demonstration of leadership that contributes to effective teaching and learning beyond my normal sphere of influence. • Co-construction of goals and seeking out appropriate PLD for further professional growth and development. • Promotion and use of appropriate protocols for effective communication with whānau, hapū, iwi and members of the wider Māori community. • Effective communication with ākonga and whānau about ākonga achievement, learning and well-being.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What might my evidence look like?
Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources. The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum*). The evidence package (or portfolio) that focuses annually on the12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would: • show how the perspectives of others (as relevant to each criterion) are used in your practice • be gathered from a range of sources, such as your planning, teaching and assessments • be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?
• Regular and meaningful contributions are made to colleagues' professional learning and development. This includes sharing resources, strategies, ideas and new professional learning with colleagues. • Active participation in a range of local/regional/national professional learning communities and moderation processes. • Additional responsibilities willingly taken on, such as co-curricular and pastoral care roles, and mentoring of colleagues. Responsibilities are carried out effectively, professionally and in a timely manner. • Advice is actively sought and assistance is willing offered. • Constructive participation in the review of the organisation's philosophy and practices. • Effective teaching practices are modelled • Leadership roles are actively sought and colleagues are encourages to take on leadership roles.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

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<tr><td colspan="3"><em style="color:red">Criterion 6: conceptualise, plan and implement an appropriate learning programme
<em style="color:red">Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</td></tr>
<tr><td>Key Indicators:</td><td>Questions I might ask myself:</td><td>Strategies that might help me:</td></tr>
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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.
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- How do I access and use appropriate data to ensure my programmes of learning are effective and meet the needs of individual ākonga?
- From the analysis of formal and informal assessment data, what are the priorities for my ākonga?
- How is my inquiry informing my practice (i.e. planning, teaching and outcomes for ākonga)?
- What do my ākonga already know? What do they need to know and be able to do?
- What will be the most effective resources that can I use to promote learning in this particular area?
- What will be the most effective teaching strategies can I use?
- Is my knowledge of content up-to-date and accurrate?
- Do I have the pedagogical content knowledge to effectively support ākonga learning in this area?
- Can I make real world connections to my programme/unit of work?
- Who else can advise me with content knowledge and planning?
- How can I ensure that I meet the wide range of learning strengths/needs/interests in my class?
- How are my ākonga' best likely to enage with
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- Using feedback from classroom observations to improve learning programmes.
- Observing other teachers' use of resources and teaching strategies.
- Seeking advice and feedback from colleagues on planning units, useful resources, and strategies to enhance ākonga interest and engagement.
- Use of formal and informal achievement data to provide direction when planning a new learning programme and adapting other learning programmes.
- Ascertaining and evaluating prior knowledge.
- Engagement with subject associations, PLCs, local experts and community organisations.
- Use of relevant resources.
- Monitoring of ākonga learning during the implementation of a programme of learning, so that the programme can be adapted where needed to better achieve desired outcomes for ākonga.
- Use of inquiry to inform planning and teaching.
- Checking to see if planning and delivery of programme is tailored to the strengths, needs and interests of ākonga.
- Using appropriate pedagogies to accelerate progress of ākonga who are achieving below national expectations.
- Having high expectations for all ākonga and sharing these expectations with ākonga and whānau.
- Ensuring the learning programmes enable Māori to learn and achieve success as Māori.
- Where appropriate seeking out and validating the prior knowledge that Māori ākonga bring to their learning.
- Ensuring valid and accurate achievement data is gathered, analysed and used to inform planning and teaching.
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	and learn what I have planned for them? • What do I need to take into account when planning programmes of work for groups and individuals?	• Actively engaging Māori ākonga through appropriate pedagogies, regular feedback and appropriate communication with whānau. • Undertaking a detailed evaluation of learning programmes and their impact on all ākonga, that takes into account ākonga feedback. • Identification of next steps and goals for ākonga.

What might my evidence look like?

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What evidence might a mentor/observer/appraiser look for?

- Assessment data is analysed to identify needs of individual ākonga and groups of ākonga. This information is used to inform the planning of learning programmes.
- The values and aspirations of ākonga and their whānau are considered when planning learning experiences.
- The rich background and prior learning of ākonga are taken into account when planning and providing authentic learning experiences.
- Coherent learning programmes are constructed and implemented. Links to relevant curriculum documents, key competencies, learning areas, achievement objectives and assessment programmes are apparent. Links to team/syndicate/department and whole school curriculum planning and goals are also evident.
- Learning programmes focus on ākonga strengths, needs and interests.
- Learning outcomes/intentions and success criteria are shared with ākonga.
- Learning programmes provide a range of valuable learning opportunities and multiple opportunities to master new knowledge and skills.

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- Te reo Māori, tikanga Māori and Māori perspectives are incorporated into learning programmes.
- Lessons are differentiated to better meet individual needs.
- Digital technologies are effectively incorporated into learning programmes to enhance learning.
- Whānau are given opportunities to be involved in planning and evaluating the learning programmes.
- Learning programmes draw on a diverse range of educationally sound and engaging resources to support learning.
- The curriculum is implemented in ways that are inclusive and non-discriminatory.
- Engagement, learning, and achievement of ākonga are used to evaluate the effectiveness of the learning programmes and to inform future planning decisions. Feedback from ākonga is also used to inform future planning, resource selection and teaching approaches.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 7: promote a collaborative, inclusive and supportive learning environment *Cultural competency: Manaakitanga-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture*		

Key Indicators:	*Questions I might ask myself:*	*Strategies that might help me:*
i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with and among ākonga.	• Do I understand effective pedagogy as described in the NZC? • What is my understanding of an effective, innovative learning environment? • What are ways that I can successfully engage ākonga? • Who can support me to build my practice in this area? • How does my teaching foster trust, respect and cooperation? • How do I learn from my own and others' practices? • How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to their peers? • Who else might I ask for constructive feedback and advice?	• Observations in my classroom that focus on the learning environment. • Involvement in appropriate PLD. • Discussing my practice with colleagues and being open to new ideas. • Understanding and employing effective questioning techniques. • Seeking and acting constructively on feedback from ākonga and whānau. • Observing other teachers practices and approaches in the establishment of an inclusive and supportive learning enviornment. • Understanding and using a range of innovative, co-operative and inquiry learning approaches. • Effectively incorporating digital media into the learning environment. • Providing opportunities for ākonga engagement in co-operative learning, and reciprocal teaching. • Fostering tuakana/tēina relationships. • Engaging ākonga in the establishment of routines and the creation of a positive learning environment. • Ensuring the physical environment is organised to enable less able-bodied ākonga to move about freely, and to enable collaboration over learning to readily occur. • Monitoring ākonga closely to ensure they are treated respectfully and are included in all aspects of school life. • Seeking ākonga and whānau feedback on these aspects.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What might my evidence look like?

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- be gathered from a range of sources, such as your   planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?

- Positive and respectful relationships are evident across the class.
- There is a supportive, warm, welcoming and vibrant learning environment.
- Pedagogies employed are effective in promoting inclusion and engagement.
- Co-operative learning is used effectively to enhance learning and build relationships.
- Ākonga are engaged in purposeful learning and positive interactions with one another. They are encouraged and supported to participate fully in all activities.
- Academic and behavioural expectations are clear, widely known, and agreed upon by the school and the community.
- Positive relationships are built with whānau so they and their child know they belong; they have a sense of tūrangawaewae.
- Ākonga are encouraged to constructively help one another and work collaboratively.
- Processes for resolving issues constructively are modelled and fostered.
- Ākonga are encouraged and supported to take risks as learners.
- Inappropriate behaviour is promptly and appropriately addressed.
- Ākonga perspectives and ideas are listened to and considered.
- Ākonga and whānau feedback is used to make the learning environment more inclusive and supportive.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 8: demonstrate in practice their knowledge and understanding of how ākonga learn
Cultural competency: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
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.	• How do my ākonga learn best? • How do I help ākonga to share the knowledge they bring to their learning and effectively build on or challenge this knowledge? • How does my teaching reflect that I understand the main influences on how my ākonga learn? • How am I planning my learning programmes and selecting appropriate teaching strategies to best meet the needs of my ākonga? • How do I demonstrate knowledge of ākonga, their backgrounds, interests and identity? • Do I provide ākonga the opportunity to reflect on their learning experiences? • How can I best support my ākonga to set themselves achievable goals? • How can I support ākonga to implement their personal goals? • How confident am I in my abilities to effectively teach different topics, and skills? • How can I improve my pedagogical content knowledge in areas where my ākonga struggle to master new	• Observations of colleagues' teaching from within and beyond the school. • Ascertaining and evaluating prior knowledge. • Engaging appropriately with ākonga so they know their perspectives are listened to and considered. • Planning with ākonga input. • Structuring learning tasks so that all ākonga experience a degree of success, but also ensuring that they are required to stretch themselves to fully succeed. • Developing ākonga metacognitive awareness by examining why particular strategies are effective or less effective in different learning contexts. • Adapting lessons to ensure they address ākonga needs and interests as they arise. • Helping ākonga appreciate the value or importance of what they are learning. • Holding high, but attainable academic expectations and sharing those expectations with ākonga and their whānau. • Providing opportunities for co-operative learning, peer tutoring, reciprocal teaching and inquiry learning to occur. • Personalising learning and making it meaningful for individual ākonga. • Providing constructive feedback and useful feedforward information. • Helping ākonga to effectively set goals and self-assess. • Finding opportunities to develop and use a wide variety of different teaching strategies to effectively engage ākonga and enhance their learning. • Using effective questioning techniques.

skills or knowledge? • How can my knowledge of human development, especially cognitive and social development, inform my planning and teaching? • Do I effectively analyse and use assessment data to inform my teaching and planning? • Do I evaluate lessons and units by seeking ākonga feedback and engaging in critical reflection of my own effectiveness?	• Employing scaffolding strategies to support ākonga master new skills and knowledge and thus achieve independence. • Gathering ākonga feedback during and at the end of term/unit and reflecting on this. • Effectively using a range of digital technologies to engage ākonga and enhance their learning. • Creating an environment where open, productive dialogue is valued. • Fostering a growth mindset amongst ākonga

What might my evidence look like?

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum*).

The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:

• show how the perspectives of others (as relevant to each criterion) are used in your practice
• be gathered from a range of sources, such as your planning, teaching and assessments
• be discussed with your appraiser annually and over the period of your Practising Certificate.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What evidence might a mentor/observer/appraiser look for?
- Assessment information is used to identify and address the learning needs of ākonga.   - Pedagogies employed are effective for promoting learning.   - Knowledge of human development, learning and motivation theories and current research on effective pedagogies is used to inform planning and the teaching approaches employed.   - Pedagogical content knowledge is used to address needs of ākonga in different learning areas.   - A range of strategies are used to effectively engage all ākonga, but especially Māori ākonga.   - The tuakana/tēina principle, cooperative learning, reciprocal teaching and inquiry learning are features of the learning programme.   - Ākonga can articulate what they are learning and why they are learning particular knowledge and skills.   - Differentiated learning is used to meet the needs of individual ākonga.   - Strategy use is discussed with ākonga to support their metacognitive development.   - Constructive feedback and feedforward information is shared with ākonga and opportunities provided for ākonga to apply feedforward information.   - Effective questioning techniques are employed to foster engagement, enhance learning, and assess understanding.   - Particular teaching strategies employed are able to be justified.   - Ākonga and whānau feedback is used when evaluating the effectiveness of the learning programme and teaching strategies employed.   - Assessment data show that all ākonga are achieving a degree of success.   - Appropriate strategies are used with ākonga whose first language is not the primary language of the education setting.   - What is being taught is perceived as meaningful to ākonga and leads to active engagement in learning.   - The learning environment and the learning programme are adapted to enhance learning.   - There are multiple opportunities to learn concepts and skills, using a range of different approaches tailored to individual needs. Sufficient time is provided for learning to occur and mastery to be achieved.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

<table>
<tr>
<td colspan="3">Criterion 9: respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga
Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.</td>
</tr>
<tr>
<th>Key Indicators:</th>
<th>Questions I might ask myself:</th>
<th>Strategies that might help me:</th>
</tr>
<tr>
<td>
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 ākonga
iii. modify teaching approaches to address the needs of individuals and groups of ākonga.
</td>
<td>

- What are important social and cultural influences on learning in this school?
- What teaching approaches are effective for ensuring Māori ākonga achieve educational success as Maori?
- What are the needs of different groups of ākonga at this school?
- How have I incorporated this knowledge into my planning, teaching and choice of assessment approaches?
- How will I best utilise the technologies and resources available to me to effectively support ākonga from diverse backgrounds?
- How can I more effectively analyse and use relevant assessment data to address the needs and strengths of different ākonga?
- Am I aware of the ethnic identities, languages and the cultures of my ākonga and do I acknowledge this in my interactions and teaching?
- Am I engaging my ākonga in ways that affirm their cultural identity?
- Am I flexible in my teaching
</td>
<td>

- Classroom observations with a specific focus on this criterion.
- Involvement in culturally specific PLD
- Actively seeking feedback on performance in this area from colleagues, ākonga, and whānau.
- Analysis of achievement data by ethnicity, based on the school's ethnicity profile.
- Learning phrases of languages that are familiar to my ākonga who come from different cultures.
- Using community cultural resources.
- Engaging with and learning from whānau and cultural groups in the wider community.
- Relating meaningfully to members of the local community.
- Seeking and acting upon local community feedback.
- Ensuring ākonga from diverse backgrounds feel safe and valued members of the class.
</td>
</tr>
</table>

	approaches? • How can I more effectively communicate with the whānau of ākonga from diverse backgrounds and involve them more fully in their child's learning? • How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them? • Who can I gain help and support from to better serve the needs of my ākonga, especially those from diverse backgrounds?	

What might my evidence look like?

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum)*.

The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:
• show how the perspectives of others (as relevant to each criterion) are used in your practice
• be gathered from a range of sources, such as your   planning, teaching and assessments
• be discussed with your appraiser annually and over the period of your Practising Certificate.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What evidence might a mentor/observer/appraiser look for?
- The use of a wide range of teaching strategies and techniques to support the engagement of all ākonga in learning.   - Language development is fostered across all curriculum areas.   - Appropriate strategies are used with ākonga whose first language is not the primary language of the education setting.   - A Māori world view is demonstrably valued in the learning environment and interactions with Maori ākonga are positive, constructive and affirming of their cultural heritage.   - The cultural background of each ākonga is recognised and efforts are made to incorporate aspects of this knowledge into the learning programme and personal interactions with individual ākonga.   - Interests and strengths of each ākonga are recognised and valued. Each ākonga is viewed as a confident, capable partner in the learning process.   - Planning and teaching are responsive to individuals backgrounds and needs and differentiated learning experiences are provided.   - Ākonga academic performance and well-being are closely monitored and identified issues are addressed in a timely and appropriate manner.   - Advice and guidance are provided that encourage ākonga to look beyond the immediate horizon and consider future opportunities and possibilities. Suggestions and advice are shared with whānau.   - Ākonga and whānau feedback is used to make adaptations to practice.   - Efforts are made to involve members of the wider community in the planning, delivery and evaluation of learning programmes.   - Recognition that own world views may differ from others' and an awareness of the implications of this for ākonga.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

<table>
<tr><td colspan="3">Criterion 10: work effectively within the bicultural context of Aotearoa New Zealand
Cultural competency: Tangata Whenuatanga-affirms Māori learners as Māori-provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed.</td></tr>
<tr><td>Key Indicators:</td><td>Questions I might ask myself:</td><td>Strategies that might help me:</td></tr>
<tr>
<td>
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.
</td>
<td>

- What is my understanding of a bicultural partnership in Aotearoa New Zealand?
- How do my teaching practices reflect and demonstrate appreciation of the bicultural partnership of the treaty?
- Have I actively sought support and guidance to expand and build on my understanding?
- Do I practise and develop my use of te reo Māori, and incorporate this into my teaching?
- Do I foster an understanding of tikanga amongst my ākonga?
- What are the educational aspirations of my Māori ākonga?
- How do I plan to further develop these aspirations?
- Are my academic expectations clearly communicated to my Māori ākonga?
- Who could best mentor me in this work?
- What efforts have I made to engage with the local iwi and members of the local Maori community, and involve myself in community events?
</td>
<td>

- Understanding and using existing models of effective practice (e.g., Te Kotahitanga and Ka Hikitia).
- Classroom observations focussing on this area.
- Involvement in PLD – individual, staff, community in the context of Te Tiriti o Waitangi and our bi-cultural history.
- Actively seeking feedback on my knowledge and practice from colleagues, ākonga and whānau.
- Accessing and responding to ākonga voice within the school setting to gauge educational aspirations.
- Attending cultural events at school and in the local community.
- Developing and maintaining meaningful relationships with whānau, hāpu, iwi and other members of the local Maori community.
- Regular use of te reo Māori.
- Recognising, valuing and utilising Māori ākonga knowledge within school setting.
- Fostering an understanding of tikanga Māori amongst ākonga.
- Providing culturally responsive and engaging contexts for learning for Māori ākonga.
</td>
</tr>
</table>

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What might my evidence look like?

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum)*.

The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:
- show how the perspectives of others (as relevant to each criterion) are used in your practice
- be gathered from a range of sources, such as your planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?

- Positive attitudes towards the Māori language, culture and history are regularly demonstrated.
- Te reo Māori is used regularly and correctly.
- Knowledge of mana whenua (reference markers of iwi and hāpu) is incorporated into the learning programme.
- Relationships with local iwi are developed so the teacher can appropriately implement tikanga Māori in the teaching and learning environment (e.g., pōwhiri, poroporoaki, karakia and use of te reo Māori and tikanga Māori in a variety of media).
- Positive and constructive relationships are formed with whānau of Māori ākonga.
- The teacher's knowledge and skills are used to promote the ability of ākonga to operate effectively in both cultures.
- There are 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.
- Whānau of Māori ākonga are consulted about their child's needs and aspirations.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 11: analyse and appropriately use assessment information, which has been gathered formally and informally *Cultural competency: Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.*	

Key Indicators:	Questions I might ask myself:	Strategies that might help me:
i. analyse assessment information to identify progress and ongoing learning needs of ākonga 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 v. foster involvement of whānau in the collection and use of information about the learning of ākonga.	• Do I understand the concepts of validity and reliability? • Do I apply this knowledge when assessing ākonga and interpreting assessment data? • Do I recognise the limitations of the different assessment tools/tasks I use? • Do my own and the school's systems generate the formal and informal assessment information that I need to plan for and effectively support my ākonga? • How can I use the school-wide assessment data effectively to inform my practice? • What other formal and informal sources of data could I be using? • How do I know that my ākonga are progressing? • Have I used formal and informal data from a range of different sources to enhance the reliability of my judgments?	• Using assessment data to build my understanding of the relationship between my practice and outcomes of learning, achievement and well-being of ākonga. • Engaging in PLD to better understand assessment practices and effectively interpret formal and informal assessment data. • Participation in all department/syndicate/faculty/team meetings that focus on assessment data and ākonga progress. • Regular engagment in internal moderation. • Being familiar with departmental/school-wide assessment and reporting procedures. • Gathering ongoing ākonga feedback on what aspects of their learning ākonga are finding challenging and using this information to adapt programmes and teaching to better meet individual needs. • Providing ākonga with opportunities and time to apply feedback and feedforward information to improve their mastery of knowledge and skills. • Evaluating how the achievement data for my class(es) fits with the department/syndicate/school-wide data. • Reflecting and acting on what ākonga surveys tell me about their own attitudes and views of learning, achievement/progress in my class. • Engaging with ākonga, whānau, and the wider community in open dialogue about assessment practices and how assessment data is analysed, interpreted and used. • Acknowledging and accessing the expertise that Māori parents, whānau, hapū and iwi offer. • Sharing achievement information with ākonga and whānau in ways that enable them to understand the degree to which learning is occurring. • Using assessment data to co-construct goals and next steps with ākonga and whānau.

| | How do I gather, analyse and use assessment information in ways that advances the learning of my ākonga? Do I have colleagues who can help me to better analyse and interpret assessment data? How can I effectively and meaningfully share assessment information with my ākonga and whānau? | |

What might my evidence look like?

Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources.

The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum)*.

The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would:
- show how the perspectives of others (as relevant to each criterion) are used in your practice
- be gathered from a range of sources, such as your planning, teaching and assessments
- be discussed with your appraiser annually and over the period of your Practising Certificate.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What evidence might a mentor/observer/appraiser look for?
- Valid and reliable assessment data are selected and used to identify priorities for ākonga, and inform planning and teaching. Assessment information is triangulated where possible when important judgments are being made.   - Different types of assessment tools and tasks (e.g., portfolio evidence, e-asTTle tests, different types of observation techniques, questioning approaches, and running records) are used to gather relevant assessment information.   - Assessment tools and tasks are used appropriately and their limitations are recognised when interpreting, using and sharing assessment data.   - Assessment information is used to support and extend ākonga, differentiate learning, select appropriate resources, maximise learning opportunities and to plan the next steps in learning.   - Assessment information is shared appropriately and in a timely manner with ākonga, so that they know about their achievement and are able to use this information to set goals, identify next steps and improve their learning.   - Assessment information is accurately recorded, documented and appropriately communicated (e.g., via reports and kanohi ki te kanohi [face to face] contact).   - Assessment information is used, along with ākonga and whānau feedback, to evaluate learning programmes and teacher effectiveness in advancing the learning of ākonga.   - Internal moderation is regularly undertaken.   - Assessment information is used by the teacher, in conjunction with feedback, to provide information on aspects of professional practice that need further development.   - Active participation in discussions about academic progress of ākonga at team/syndicate/department meetings.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

Criterion 12: use critical inquiry and problem-solving effectively in their professional practice. *Cultural competencies: Ako-demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture. Wānanga-participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement.*		
Key Indicators:	*Questions I might ask myself:*	*Strategies that might help me:*
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.	• Does my critical inquiry begin with an assessment of the needs of my ākonga and an evaluation of my capabilities to meet their needs? • What impact does my own and my colleagues' inquiries have on my teaching and outcomes for my ākonga? • Where can I source information to more fully understand effective processes of critical inquiry? • Who uses critical inquiry effectively in my PLC? • What changes will I make to my planning, teaching and assessing from what I learn from my inquiry, from feedback in appraisal conversations and observations of my practice? • How do I ensure my appraisal, inquiry and reflections are a valuable and manageable part of my professional development? • What evidence do I seek that my teaching and professional relationships (see Criterion One) are advancing the achievement, learning and well-being of all my ākonga?	• Understanding an inquiry (evidence-based) approach to practice and PLD. • Using assessment information and feedback from ākonga, whānau and colleagues to identify problems and areas for inquiry. • Following an inquiry model appropriate to my setting, and using goals and/or inquiry questions that are linked to identified priorities for my ākonga and school. • Undertaking PLD and further professional reading. • Engaging with school-wide inquiry approaches as expected. • Establishing a manageable and realistic approach to inquiry as a model for growth development, problem solving and improvement in practice that are linked to valued outcomes for ākonga.

Practising Teacher Criteria Self Assessment Tool for use in the school sector.

What might my evidence look like?
Evidence for this criterion would reflect statements of 'good/great' practice in your setting. The identification of 'good/great' practice would be determined by working through the *Knowing and working with the Practising Teacher Criteria* template available on the Council's website in the section containing appraisal resources. The 'good/great' practices identified would reflect the strengths and needs of your school, the ākonga, teachers and community. They would be benchmarked to 'good/great' practice expectations conveyed through national and international evidence-based documents (e.g., *Tātaiako*, the *Pasifika Education Plan*, *Success for All*, NZQA assessment and *The New Zealand Curriculum*). The evidence package (or portfolio) that focuses annually on the 12 *PTC* criteria would inform the *Appraisal Annual Summary Report* to be completed with your appraiser. The evidence in the package would: • show how the perspectives of others (as relevant to each criterion) are used in your practice • be gathered from a range of sources, such as your planning, teaching and assessments • be discussed with your appraiser annually and over the period of your Practising Certificate.

What evidence might a mentor/observer/appraiser look for?
• Use of metacognitive approaches (thinking about strategy knowledge and application) and critical reflection across all aspects of practice. • Effective use of assessment data and feedback to identify issues, own growth needs, and areas for closer examination. • Regular engagement in self-review and appraisal processes to set goals and identify aspects for further improvement. • Use of a 'teaching as inquiry' approach to initiate and monitor changes to teaching practice, and to assess impact of these changes on ākonga learning. • PLD is actively sought and new learning applied to practice. • Knowledge and application of current learning and motivation theories is used to enhance engagement and learning. • Reflection on the effectiveness of communication and professional relationships at a personal and organisational level is regularly undertaken. • Regular discussions are undertaken with colleagues to gain ideas and feedback when exploring ways to improve practice and outcomes. • Knowledge gained from observing colleagues' teaching to the teacher's own practices. • Active engagement with external professional associations and PLCs to further develop and extend knowledge and skills. • An understanding of how own world views, philosophy, values and beliefs may differ from others' and an awareness of the implications of this for ākonga. • Constructive and collaborative examination of teaching and learning within the learning community and professional support networks.