



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

Professional Learning, Educative Mentoring and Coaching Handbook

2015

SABBATICAL INTRODUCTION

‘Professional learning and educative coaching in schools’

Professional learning activity:

In March of 2013 I had the privilege of being asked by the Minister of Education, Hon Hekia Parata, to accompany her to the OECD's International Summit on the Teaching Profession in Amsterdam, The Netherlands. The focus of this year's summit was on teacher quality and competence, and from my experience at the summit I came to the conclusion that for effective school-wide (or indeed system-wide), teacher quality and competence to improve the quality of ***‘in-house professional learning and educative coaching’*** needed to improve.

The topic at the summit was highly relevant to the NZ context as it directly related to the changes to the registered teachers criteria as promulgated in the last few years by the New Zealand Teachers Council and the Tataiako competencies that schools can easily implement in their coaching models.

Once the research methodology has been completed I will use the information gathered to develop a resource handbook that will encourage school leadership teams to introduce a coaching model (versus just mentoring), with the handbook providing management staff with an effective, easy to implement model showing them ‘how to do so’ and the steps to follow.

Purpose of sabbatical:

To investigate the use of professional learning and educative coaching models in schools; and to then produce an effective resource/handbook for school leaders to use to help strengthen and increase teacher quality and competence, leading to increased student achievement.

My proposal is very different to what have been quite common conversations over the last few years around staff induction and mentoring programmes. Educative coaching is a more intellectual step further along the continuum of supporting and increasing teacher quality and competence. Coaching is primarily about skill acquisition; it is about action and task completion and is performance-oriented, hence the link between coaching and increasing teacher quality and competence. Mentoring meanwhile tends to be more relationship-oriented where a mentee shares whatever issues affect his/her professional and personal success with their mentor. Mentoring tends to be long-term, whereas coaching tends to be over a short period of time, lasting as long as is needed.

Benefits of the sabbatical:

As commented upon under the professional learning activity section this topic is highly relevant to the NZ context as it is a well-known Government priority to raise the quality and competence of all New Zealand teachers. The topic is directly related to the changes to the registered teachers' criteria as promulgated in the last few years by the New Zealand Teachers Council and the Tataiako competencies in terms of how an effective coaching model can raise one's competence.

This topic is highly relevant and important to our school. Over the past four and a half years Manurewa Intermediate has gone through very rapid, dynamic and effective change. We have gone from a school under Ministry of Education intervention (LSM) to a school with a 4-5 year Education Review Office return. This has been achieved due to a very strong staff induction and mentoring programme, which we want to maintain as relationships are vital, but we also want to develop our teachers at a deeper pedagogical level. We are now ready and capable of doing this and believe a specific coaching model will result in even higher levels of quality and competence of our teachers. This topic dovetails fully with our on-going improvement and self-review plan, the Manurewa Intermediate school context and my own personal on-going professional learning to enhance my effectiveness as the pedagogical leader of our school.

Our charter comprises five very specific Strategic Goals, with two highly relevant to this topic. These goals are: 'To develop academically powerful students'; and 'To develop potential'. To do this our teachers need to be of high quality and fully competent. Effective coaching contributes to this and results in increased student engagement and achievement.

Reporting intentions:

As commented previously the intention is to produce a Coaching Handbook that is practical and easy to follow. This would be my sabbatical report.

Once this is written and has been reviewed (within 3 months of sabbatical finishing) I would want to share with colleagues via Principal Association presentations; via in-house presentations at other school professional learning sessions and of course having the handbook on the Educational Leaders website (www.educationleaders.govt.nz) for other principals and teachers to view.

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Introduction

This handbook covers the processes, procedures, practices and expectations for Professional Learning: Educative Mentoring and Coaching here at Manurewa Intermediate School. It will be reviewed and amended as necessary each year.

The intention of this handbook is to clarify for all staff the way in which the Professional Learning Leaders work, to improve teachers' pedagogical knowledge and practice through professional learning and educative mentoring focused on raising student achievement.

Opportunities for teachers to engage in professional learning can have a substantial impact on student learning. The development of this handbook is underpinned by national and international research and acknowledges the need for co-constructed and self-regulatory learning cycles that are knowledge building and promote value added student outcomes.

In addition to this handbook, there are several other key documents which staff will also need to become familiar with. Some of these dovetail with this handbook.

The other documents are:-

- The Charter
- Performance Management Portfolio (PMP)
- Learning and Teaching Handbook
- Gifted and Talented Handbook
- Guidance and Support Unit Handbook
- School Policy Folio
- Staff Induction Handbook



Iain Taylor
Principal
November 2014

Professional Learning Leader

Deputy Principal: Professional Learning Leader Sam Holt

Additional Support Personnel

Principal Iain Taylor

Deputy Principal: Learning and Teaching Richard George

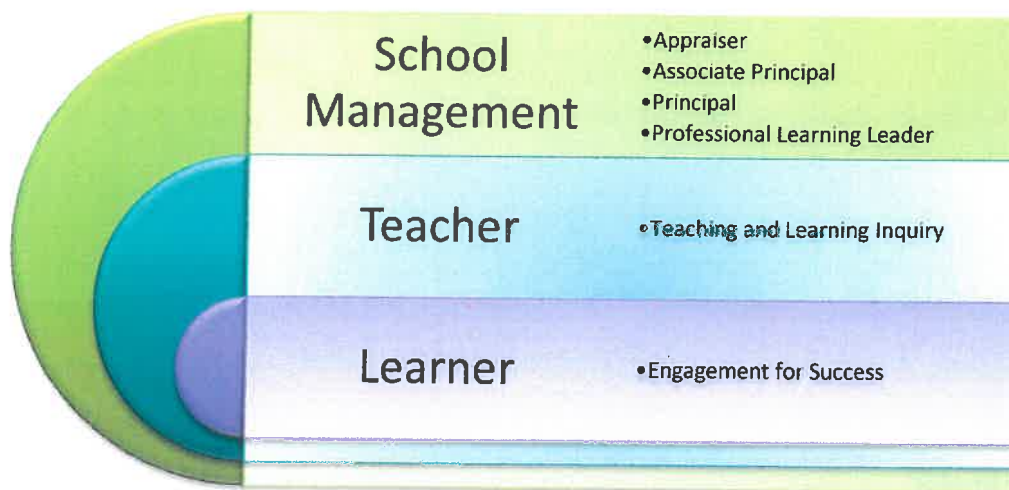
Professional Learning Leader Roles

- Provide support using the Manurewa Intermediate Professional Learning: Educative Mentoring model.
- Engage in practice analysis conversations through the co-construction of theory and practice.
- Facilitate effective professional learning and educative mentoring which is consistent, collaborative and reflects current pedagogy.
- Provide honest, evidence driven critique to challenge teaching practice.
- Provide relevant documentation to support teachers' inquiry and knowledge building to deconstruct and reconstruct their practice.
- Support teachers to process new understandings and their implications for teaching.
- Monitor professional learning and teacher inquiry in action and promote reflective practice.
- Focus on analysing the impact of teaching on student learning.
- Work with individual teachers to support the analysis and interpretation of student assessment data.
- Work with individual teachers and/or whanau teams to support alignment for the design and implementation of teaching and learning strategies in relation to valued student outcomes.

The additional support personnel provide:

- Co-ordinated and effective educative mentoring support teachers
- Professional critique and challenge about practice as PLL
- Opportunities for contextual learning conversations
- Opportunities to engage in 'big picture' thinking – strategic planning
- Performance management for PLL's (PMP)

Professional Learning Leaders work with



Teachers working with the Professional Learning Leaders may have been identified by members of the school management team or by the teachers themselves through reflective practice.

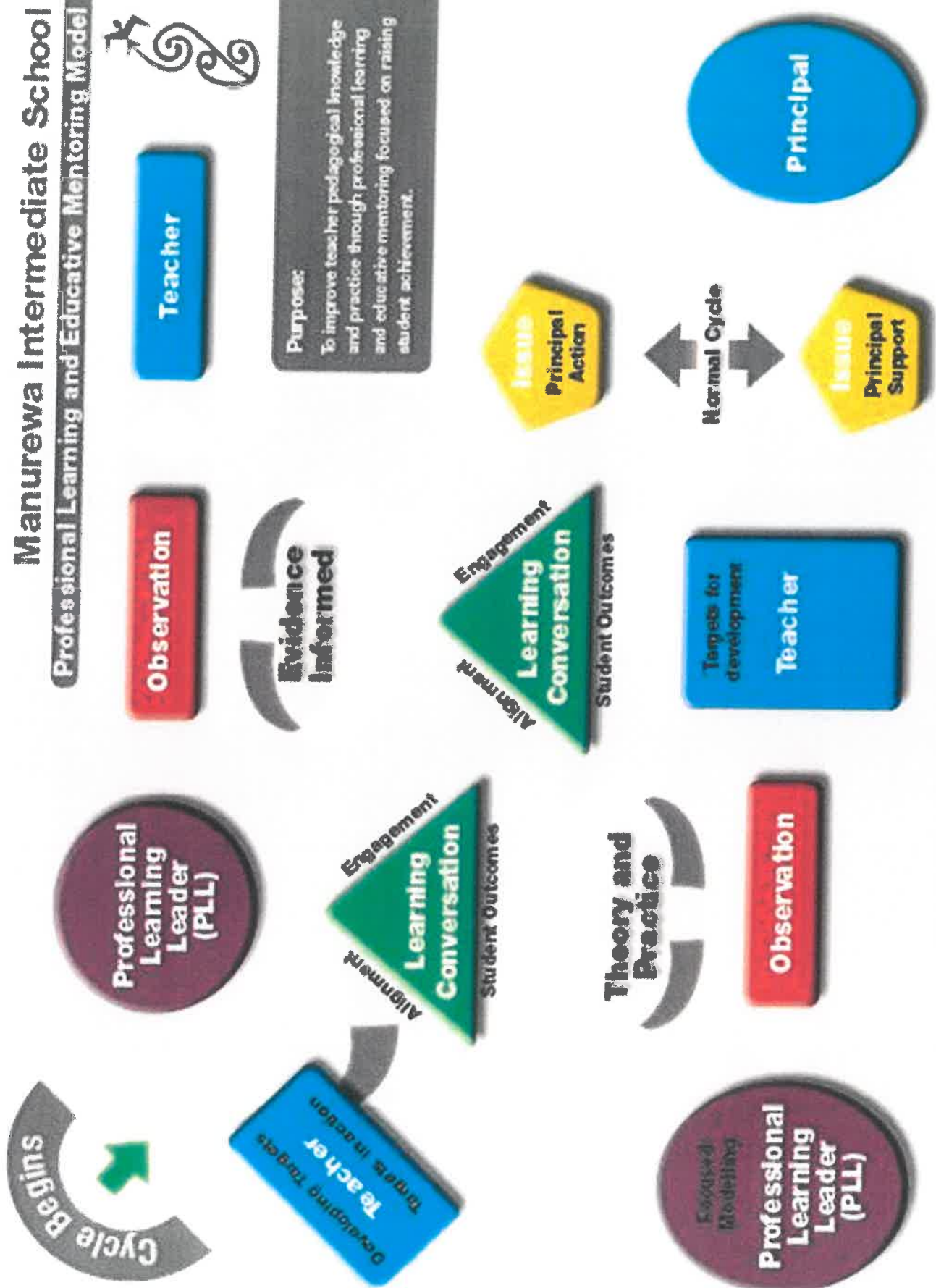
Professional Learning: Educative Mentoring Model

This model has been informed by the research and literature around school improvement. Each interaction is supported by additional tools which enable the Professional Learning Leader (PLL) to assist teachers with the deconstruction and reconstruction of theory and practice for improved student outcomes.

Educative mentoring rests on an explicit vision of good teaching and an understanding of teacher learning. Mentors who share this orientation attend to the teachers' present concerns, questions, and purposes without losing sight of long-term goal for teacher development. They interact in ways that foster an inquiry stance. They cultivate skills and habits that enable teachers to learn in and from their practice. They use their knowledge and expertise to assess the direction teachers are heading and to create opportunities and conditions that support meaningful teacher learning in the service of student learning (Feiman-Nemser, 2001).

Manurewa Intermediate School

Professional Learning and Educative Mentoring Model



New Zealand Curriculum

Effective pedagogy where teacher actions promote student learning is at the 'core' of educative mentoring. The New Zealand Curriculum tells us that students learn best when teachers:

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experience
- Provide sufficient opportunities to learn
- Inquire into the teaching-learning relationship

Professional Learning: Educative Mentoring Components

Gathering Evidence

There are many forms of evidence and **observations** that can be used to inform learning conversations. It is important to ensure that the tool selected is able to give rich descriptions of teacher practice in its complexity. Professional Learning Leaders make use of the following tools:

- In class observation
- Planning documentation
- Student work books
- Video recordings
- Reporting documentation
- Student data
- Anecdotal recording
- Student voice
- Taped conversation transcripts

Analysis of Evidence

During **learning conversations** the teacher and Professional Learning Leaders use theory to critique and understand observed practice (it is about the practice, not the people). It is particularly important to engage existing theories when challenging teachers' beliefs about, and expectations of, those students who have traditionally underachieved.

Teachers will get a better understanding of human learning processes by considering a wide range of learning theories and the relevance in different contexts rather than by holding rigidly to any one theory.

- Behaviourism
- Social learning theory
- Personal constructivism
- Social constructivism
- Co-constructivism

Actions from Evidence

Targets for development are extrapolated from the learning conversation between the teacher and PLL. The focus remains with student outcomes so that the evidence is used to align the teachers practice for student engagement and success.

These targets are linked to the Registered Teachers Criteria and supported with focused modelling by the PLL, where necessary.

Focused Modelling and Teacher Observation

Watching the PLL **modelling** the targeted teaching approach or strategy provides another way for the teacher to link theory and practice. It is important for teachers to notice the key elements of the targeted approach or strategy and record using the *On-going Reflective Inquiry Observation* table in the PMP.

Synthesis of Teacher Learning

The **learning conversation** following the focused modelling and teacher observation is an opportunity to synthesise new learning with the PLL. From this learning conversation criteria are extrapolated.

Evidence of the Synthesis of Teacher Learning

The Professional Learning: Educative Mentoring Model provides an opportunity to use the co-constructed criteria to evaluate teacher practice and its impact on student engagement.

Therefore the targets for development are refined as a result of the gathering of further evidence.

Principal Support and Intervention

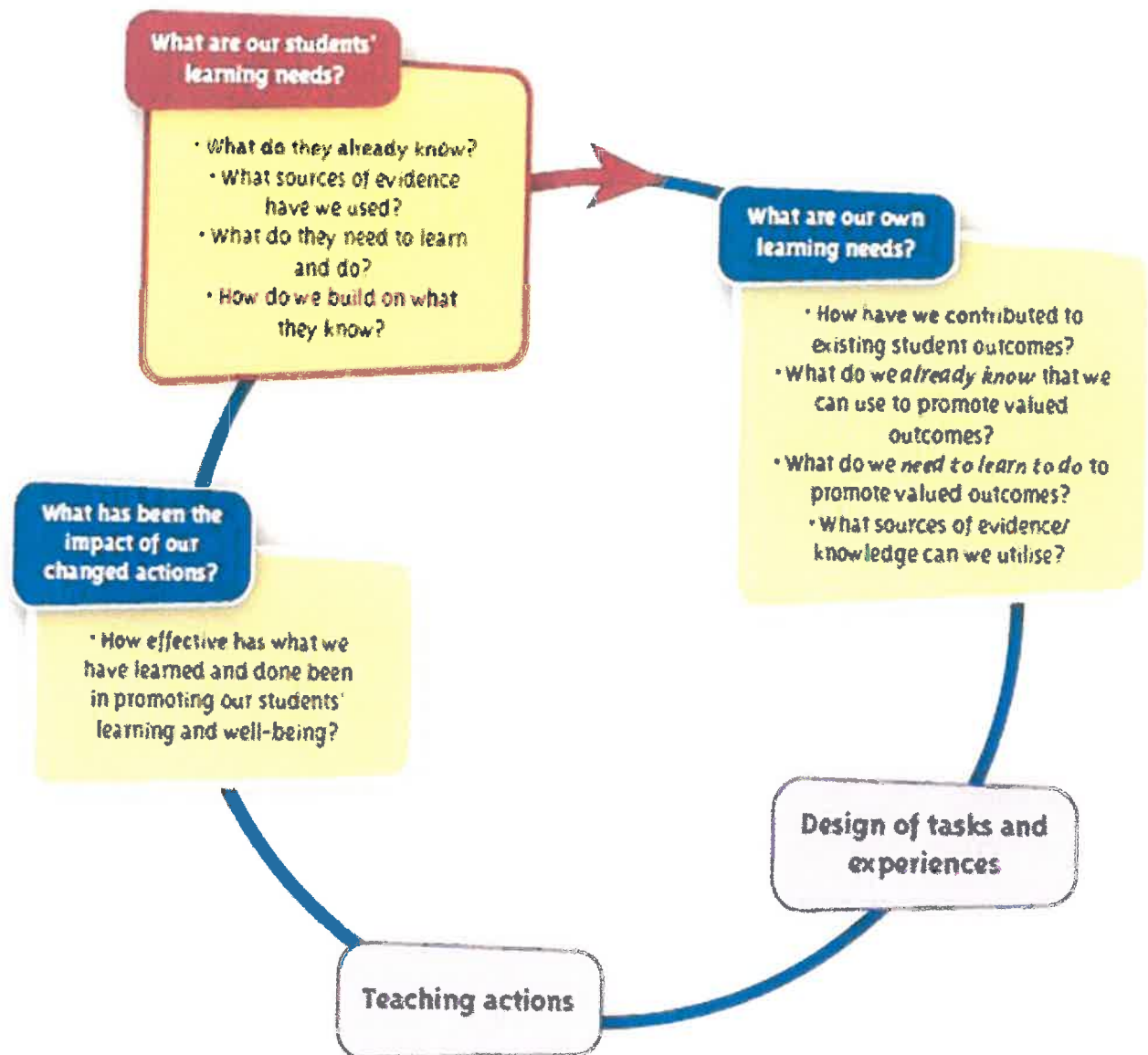
All documentation is forwarded to the Principal to ensure coordination and effectiveness of professional learning and educative mentoring. This provides an opportunity for professional dialogue between teachers and the Principal.

Supporting Models and Documentation

Included in the proceeding pages are the other models, diagrams and tables used to support PLL work. This also includes the documentation used during observations and learning conversations.

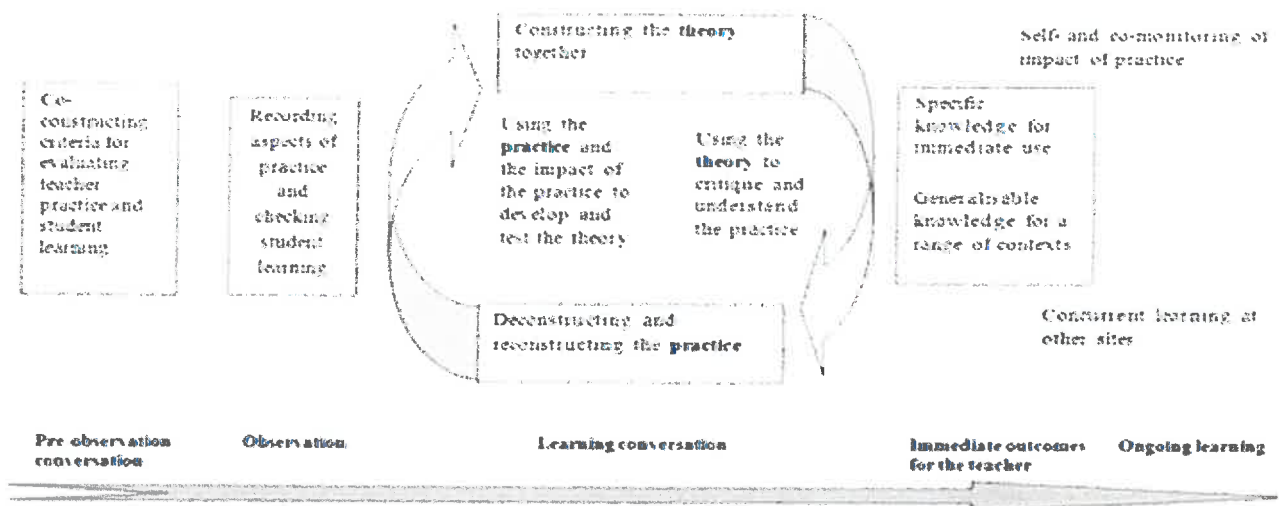
- Teacher inquiry and knowledge-building cycle to promote valued student outcomes
- Practice Analysis
- Evaluating Teaching Effectiveness
- Structuring a Mentoring Session
- PLL Observation, Learning Conversation & Target Development
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- MI Model Search information

Teacher inquiry and knowledge-building cycle
to promote valued student outcomes.



H. Timperley, A. Wilson, H. Barrar & I. Fung (2007)
Teacher Professional Learning and Development: Best Evidence Synthesis Iteration
Wellington, New Zealand: Ministry of Education
<http://educationcounts.edcentre.govt.nz/goto/BES>

Theory of Practice Analysis



The diagram shows a process with five stages:

- Pre-observation conversation
- Observation
- The learning conversation
- Immediate outcomes for the teacher
- Ongoing learning

Pre-observation conversation: co-constructing criteria for evaluating teacher practice and student learning.

Observation: recording aspects of practice and checking student learning.

The learning conversation:

During the learning conversation, two activities follow on from each other in a cycle:

- Constructing the **theory** together
- Deconstructing and reconstructing the **practice**

These involve:

- Using the **practice** and the impact of the practice to develop and test the theory.
- Using the **theory** to critique and understand the practice.

Immediate outcomes for the teacher are:

- Specific knowledge for immediate use
- Generalisable knowledge for a range of contexts

Ongoing learning:

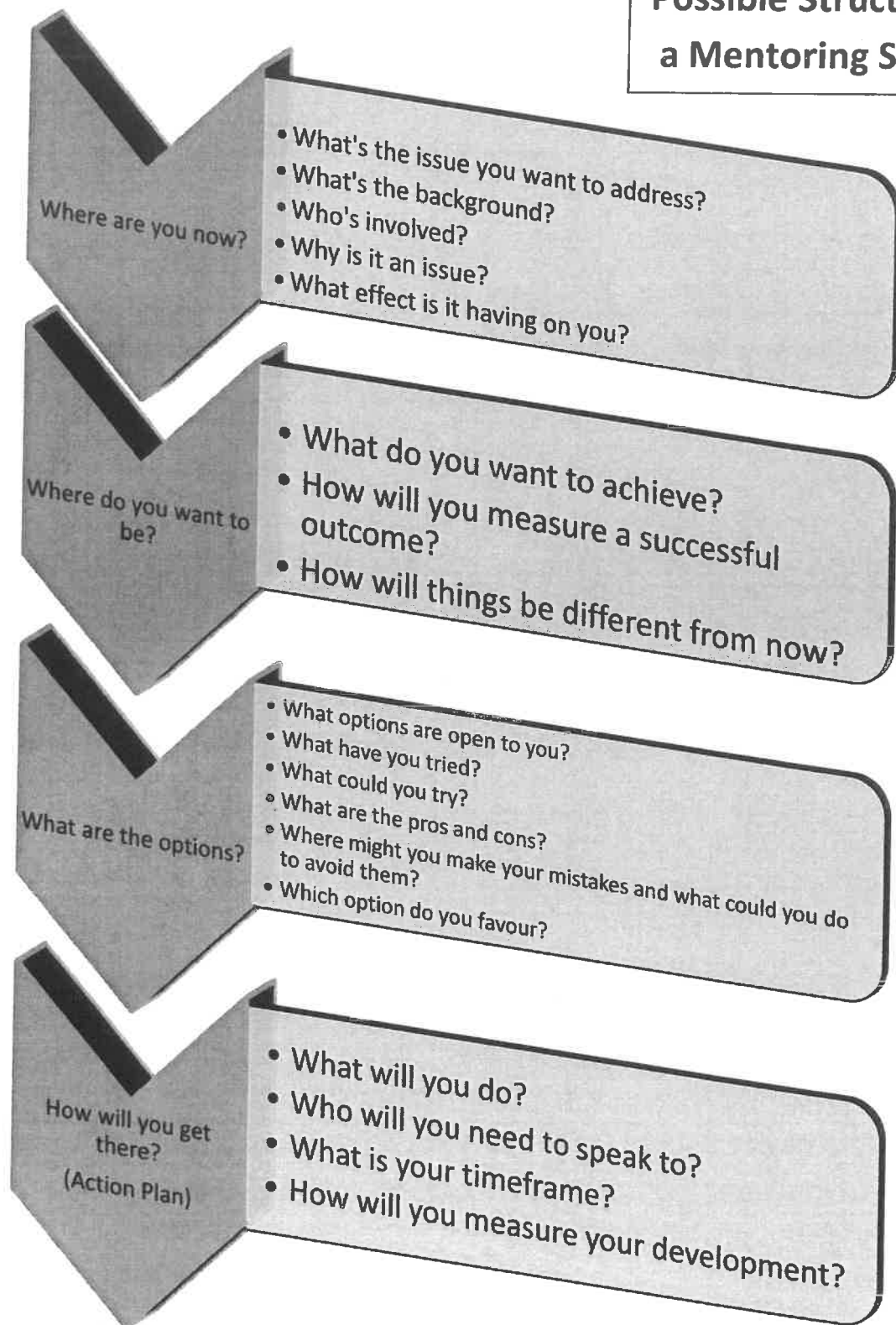
- Self- and co-monitoring of impact of practice
- Concurrent learning at other sites.

Evaluating Teaching Effectiveness

Preliminary Questions and Sources of Evidence

	Preliminary Self-Evaluation Questions	Possible Sources of Evidence
Organisation	<ul style="list-style-type: none"> How satisfied am I that I am minimizing student waiting and transition time through strong personal organization and clear routines? How satisfied am I with student ability to quickly understand and follow my task instructions? How clear are the students about what I ask them to do? 	<p>Classroom Observation</p> <ul style="list-style-type: none"> On-task: off-task after instructions Timing transitions <p>Students</p> <ul style="list-style-type: none"> <i>Cognitive witness:</i> understanding of task requirements and expectations <i>Eye witness:</i> punctuality, readiness of materials, knowledge of routines
Behaviour Management	<ul style="list-style-type: none"> How satisfied am I with the work atmosphere that I am aiming to create in my class? How satisfied am I that I am picking up promptly and appropriately on any off-task behaviour in class? How do students perceive the work atmosphere that I am aiming to create in my class? How aware are the students of my behaviour expectations and what is their attitude towards them? 	<p>Classroom Observation</p> <ul style="list-style-type: none"> On-task: off-task during teacher explanations Individual seatwork and group work <p>Students</p> <ul style="list-style-type: none"> <i>Eye witness:</i> knowledge of rules and consequences
Alignment	<ul style="list-style-type: none"> How confident am I in my knowledge of exactly what the students are expected to know and be able to do in this subject and at this level? How well am I using assessment data from previous learning to set new learning outcomes for students? How satisfied am I that the learning experiences I am providing for my students are supporting the intended learning outcomes? How aware are the students of what I am intending them to learn and how this learning will benefit them? 	<p>Teacher Plans and Records</p> <ul style="list-style-type: none"> Records of student achievement; learning outcome connections to curriculum and tasks <p>Classroom Observation</p> <ul style="list-style-type: none"> Implementation of plans <p>Students</p> <ul style="list-style-type: none"> <i>Cognitive witness:</i> learning intention
Cognitive Engagement	<ul style="list-style-type: none"> How satisfied am I that I am providing learning opportunities that enable all students to progress? How satisfied am I in my ability to promote strong student interest in learning in my subject? How satisfied am I that I am creating the appropriate level of challenge for students? How do students perceive their own motivation for learning in my subject? 	<p>Teacher Plans and Records</p> <ul style="list-style-type: none"> Differentiation of learning activities to meet particular student need quality of resource provision <p>Classroom Observation</p> <ul style="list-style-type: none"> On-task: off-task during teacher explanations Individual seatwork and group work <p>Students</p> <ul style="list-style-type: none"> <i>Cognitive witness:</i> task challenge; new learning <i>Affective witness:</i> own changed motivation towards subject, further learning in subject, learning in general
High Success	<ul style="list-style-type: none"> How confident am I in the accuracy and currency of my own knowledge in the subject? How well do students understand my explanations of new concepts and skills? How satisfied am I in my ability to question all students about their level of understanding? How am I satisfied in my ability to give all students feedback about their learning? How satisfied am I in my ability to use student assessment data to evaluate my own teaching? 	<p>Teacher Plans and Records</p> <ul style="list-style-type: none"> Accuracy of resource materials; assessment construction, recording assessment <p>Classroom Observation</p> <ul style="list-style-type: none"> Recording teachers questions and student responses to teacher questions and teacher explanations (identify areas of student uncertainty and accuracy of teacher content knowledge) <p>Students</p> <ul style="list-style-type: none"> <i>Cognitive witness:</i> understanding

Possible Structure for a Mentoring Session





MANUREWA INTERMEDIATE SCHOOL

PLL Observation & Learning Conversation

Date:

Lesson Context/Topic:

Teacher:

Room/Level:

Whanau:

Observation Notes:

Discussion Prompts:

Learning Intention:

Success Criteria:

Lesson Sequence:

Learning Conversation Summary:

Areas of Strength:

Professional Relationships and Professional Values/Professional Knowledge in Practice

Registered Teachers Criteria:

Key Indicators:

Details:

Areas of Strength:

Professional Relationships and Professional Values/Professional Knowledge in Practice

Registered Teachers Criteria:

Key Indicators:

Details:

Tataiako: Cultural Competencies

Target for Development:

(as negotiated during learning conversation)

Professional Relationships and Professional Values/Professional Knowledge in Practice

Registered Teachers Criteria:

Key Indicators:

Details:

Tataiako: Cultural Competencies

SIGNED:

DATE:

Professional Learning Leader

SIGNED:

DATE:

Teacher



MANUREWA INTERMEDIATE SCHOOL

SAMPLE Mentor/PLL Observation & Learning Conversation

<p>Date:</p> <p>Lesson Context/Topic: Inquiry, general classroom routines and lesson structure</p>	<p>Teacher:</p> <p>Room/Level:</p> <p>Whanau:</p>
<p>Observation Notes:</p> <p><u>Learning Intention:</u> We are learning to recognise the parts of our chosen body part.</p> <p><u>Success Criteria:</u> We will have cut up.....missed the rest.</p> <p><u>Lesson Sequence:</u> Teacher lines up class – when quiet, delivers instructions: Bag on chair, tuck your chair in, on the mat – teacher shares why this is important.</p> <p>Lots of positive reinforcement for students doing the right thing – roll then called.</p> <p>Questioning: What is our big idea this term? What are we going to look at when looking at our big idea? <i>Human body.</i> What is our core question? <i>How does the brain control the body?</i></p> <p>Students are contributing and there are a number of hands up in the air.</p> <p>Teacher outlines today's lesson regarding cutting up and exploring a sheep brain.</p> <p>Questioning: What must we remember when doing an experiment? Why is it important to follow instructions at all times? How will we behave inside the classroom?</p> <p>The teacher clearly articulates with students the importance of having fun, learning, being sensible and listening. Students are quiet and listening throughout this time on the mat.</p> <p>Checked for groups that students selected – who is not on the slide? The teacher organises a new group with students who had been absent.</p> <p>Activity – explore [title of stage is on each slide on the smart board]</p> <ul style="list-style-type: none"> • Equipment • Scalpel • Dissection tray 	<p>Discussion Prompts:</p> <p>The room environment is looking awesome – lots of evidence of student work and inquiry. Really like the table of inspiration with student goals – excellent motivation for students!</p> <p><i>How do you know that students know if they have been successful in your class or not?</i> Will begin to trial incorporating checking success criteria near the end of the lesson – this will help him gauge if students do know. It also will set a positive tone for some students that they are being successful in Science.</p> <p><i>How are you going to assess your student's understanding of the big idea in Science this term?</i> After the Passion Pod shared ideas at the last meeting, has been thinking about setting a cloze passage. The big idea has been used in Science with the focus on the skills needed to be a scientist = pursuit of excellence. We continued to discuss and share a variety of ideas and will continue to work on his assessment.</p> <p><i>Tell me about your journey of inquiry this term – successes, challenges and things you will change next term.</i> Successes: been able to work through all the stages; embark was</p>

- Gloves
- Soap to wash hands

Diagram of a human brain and a sheep brain – the teacher highlights the size difference. Lots of excellent questioning to provoke interest and critical thought before students even get to touch the brains.

The teacher reviews the routines with the class before sending them to their desks.

Students organise themselves into groups, helpers are called to collect the scalpel and brain.

Students are very motivated about being able to explore the brain.

The teacher stops the class after about 5 minutes – who has found the spinal cord, cerebellum, lateral ventricle? Students are excited about their discoveries. The teacher continues to circulate the room and all the different groups as the brain exploration continues

Various questions posed to groups as the teacher circulates, e.g.

What does the cerebellum do?

The pituitary gland?

The teacher stops the class to explain that they will be exploring what these things actually do in the next session.

Students on mat and instructions for cleaning up are given.

Mat review – size of brains, etc. and a plenary.

Observation concluded.

a huge success: the kids seem to know so much more through inquiry.

Challenges: embark through to explore is a lot of writing

Things to change: getting through to the explore stage more succinctly; through practice

What are some of the fundamental things you have learned about procedures, routines and expectations within your teaching practice?

Biggest thing learned - repeat yourself until you are blue in the face....and then you're a quarter way there. Don't stop repeating yourself!

Stick to the expectations you set, e.g. if you have decided how you want kids to do something, stick to it.

I noted on the board that you had a variety of Maori language vocabulary and phrases – how are you using these?

This was from the Maori course (organised through Matua Dwayne) – has joined this course and is working on using this in his classroom (as part of his personal goal).

Learning Conversation Summary:

Areas of Strength:

Professional Relationships and Professional Values

Registered Teachers Criteria: demonstrate commitment to promoting the well-being of all ākonga

Key Indicators:

- take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe
- comply with relevant regulatory and statutory requirements

Details:

- Solid routines in place
- Clear expectations given to all students and purpose explained
- Proper hygiene routines in place – materials provided to keep students safe
- Positive reinforcement and positive tone delivered at all times

Areas of Strength:

Professional Knowledge in Practice

Registered Teachers Criteria: demonstrate in practice their knowledge and understanding of how ākonga learn

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

Details:

- Links at the beginning of the lesson back to the big idea and to the core question students have developed
- Excellent use of visuals and smart board to assist students learning
- Students able to use science equipment without 'micro-management' by the teacher
- Excellent questioning in place to encourage students to take responsibility for their learning
- Lots of questions posed to students throughout the lesson – prompting students to think critically and stay involved in the lesson
- Inquiry is alive and happening in this classroom!
-

Tataiako: Cultural Competencies

Ako – takes responsibility for their own learning and that of Maori learners

- Consciously plans and uses pedagogy that engages Maori learners and caters for their needs

Target for Development:

(as negotiated during learning conversation)

Professional Relationships and Professional Values/Professional Knowledge in Practice

Registered Teachers Criteria: respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga

Key Indicators:

- 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

Details:

- Making the 'brainstorm' stage and 'decide' stage more interactive and engaging for the students

Tataiako: Cultural Competencies

Tangata Whenuatanga – affirms Maori learners as Maori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Maori learners and their whanau is affirmed.

- Harnesses the rich cultural capital which Maori learners bring to the classroom by providing culturally responsive and engaging contexts for learning.

SIGNED:

DATE:

Mentor/Professional Learning Leader

SIGNED:

DATE:

Teacher



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

Pedagogical Feed-back / Feed-forward & Learning Conversation

Date:	Teacher:
Lesson Context/Topic:	Room/Level:

Curriculum knowledge	
Planning	
Tracking	
DATs	
Plenary	
Marking / Book work	
Engagement	
Other	

Learning Conversation Summary: (Aligned with the pedagogical foci above)

Area of strength: Details:
Area of strength: Details:

Target for Development:

(As negotiated during learning conversation)

Curriculum knowledge	Planning	Tracking	Deliberate acts of teaching	Plenary	Marking / Student books	Engagement	Other
Details:							
<p>SIGNED: DATE:</p> <p>Name</p> <p><i>Passion Pod Leader</i></p> <p>SIGNED: DATE:</p> <p>Teacher</p>							



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

SAMPLE Pedagogical Feed-back / Feed-forward & Learning Conversation

Date: 3 NOVEMBER 2015	Teacher: -----
Lesson Context/Topic: HUMANITIES	Room/Level: R100 Year 7 and 8

<i>Curriculum knowledge</i>	Has achieved a big learning curve over the year. Much to learn and master and has coped well. Much more to learn but has refined practice considerably since the beginning of the year. Has achieved considerable up-skilling in curriculum knowledge re writing re mandated use of Literacy Learning Progressions.
<i>Planning</i>	Is planning collaboratively but this lesson does not align or relate to submitted plan. Has constructed a worthwhile checklist with Sidd to facilitate reflection discussions for reporting. Why did you not say you were doing this in your plan? This is a legitimate lesson. Discussed that was good practice to change to meet learning needs of chn – just notate in future.
<i>Tracking</i>	Has met tracking deadlines within Passion Pod. Current tracking noted and at expectation at this time.
<i>DATs</i>	Has prepared POWERPOINT that allows for DAT (which was to identify what I have learnt in Reading and Writing this year) and for children to refer back to. Some good habits identified as set in place e.g. children go to use dictionaries without being told to.
<i>Plenary</i>	Not done. Bell went.
<i>Marking / Book work</i>	Work shows regular marking in Term 1; erratic after that. Many have graffiti (see back inside cover of [child's name]'s book). To discuss 'draft' V publish book. Discussed messages to children about marking.
<i>Engagement</i>	Children are engaged and listening. Good techniques for instruction noted. e.g. "If you do not understand, stay on the mat and I will help you". Several children took up this option. Works with group on mat and clarifies what is required in activity. Children work quietly on work. Children feel free to discuss task at hand – good sign! Teacher moves around and checks on progress. Teacher has an 'easy' relationship with children. They feel free to discuss, move, engage with others. Gains easy attention with 3, 2, 1.
<i>Other</i>	Teacher is prepared for lesson. Once children identify what they can do, how will you ensure this is correct (that it aligns with your assessments? Do you have plans for how to use the Learning Assistant? Does [child's name] have an IEP? Discussed. One child wearing incorrect gear – no note.

Room displays show evidence of Thinking Maps and use of these.

Learning Conversation Summary:
(Aligned with the pedagogical foci above)

Area of strength:

Willingness to master new learning in order to meet expectations (sometimes unknown as she is a Year 1).

Details:

[Teacher] has worked well at all times when she has been faced with new learning around expectations for Humanities. This includes PROBE-ing, providing deliberate acts of teaching, Inquiry planning, tracking etc. She is to be commended for her positive approach to new learning and 'just getting on with the job'.

Target for Development:

(As negotiated during learning conversation)

Curriculum knowledge	Planning	Tracking	Deliberate acts of teaching	Plenary	Marking / Student books	Engagement	Other
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Details:

As with children, verbalising your thoughts and ideas is a risk, but one which affords widening understanding or consolidation of your current thinking. You need to attempt to do this more in Passion Pod meetings.

While you feel you may not have much to offer, you underestimate the value of seeing things through your eyes. As a 'young' teacher, you may have ideas, perspectives, technology skills etc. that many others may benefit from. By contributing more, leaders can also gauge whether you need support, re-direction or similar as when you don't contribute, everyone thinks you are ok. I would like to see you more involved in this way.

SIGNED:

DATE:

[Name]

Passion Pod Leader

SIGNED:

DATE:

Teacher

Classroom Observation Checklist

Teacher _____ Class: _____ Date _____

Learning Environment

Room Setup

	1	2	3	4	5	6
Flexible, moveable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inviting, clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe and orderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Visual Examples

	1	2	3	4	5	6
Graphic Organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring Guides/Rubrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples of Proficient Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Core Questions Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures and Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agenda LI/SC Posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Print Materials

	1	2	3	4	5	6
Variety of Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines/Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Print Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Work Displayed

	1	2	3	4	5	6
Room/Hallway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Academic Performance

Teacher Engagement

	1	2	3	4	5	6
Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Engagement

	1	2	3	4	5	6
Student Talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows for Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real Life Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects Core Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/Hands-on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Learning Strategies

	1	2	3	4	5	6
Addresses MI student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Level Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustained Writing/Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence or Comments

Student Engagement Class Observation Guide

Observer

Teacher Observed

Date _____

Time of Observation

to _____

[illegible]

On Task:

N1 - on task: listening/watching
N2 - on task: writing
N3 - on task: speaking
N4 - on task: reading
N5 - on task: hands-on activity

Off Task:

F1 - off task: passive
F2 - off task: doing work for another class
F3 - off task: listening to others
F4 - off task: disturbing others
F5 - off task: playing

LEADERSHIP COACHING

[ref: Growth Coaching International 2013]

What is Coaching?

Coaching is a **dialogue** in which the coach and coachee **collaborate** to unlock a coachee's **potential** and **maximize performance**. It is a **relationship** that helps coaches to **learn** and enhances their professional effectiveness and on-the-job performance, ensuring **accountability** and **support** for managing workplace issues, reaching goals and **sustaining** development.

It is also about ***transforming good intentions into great results***.

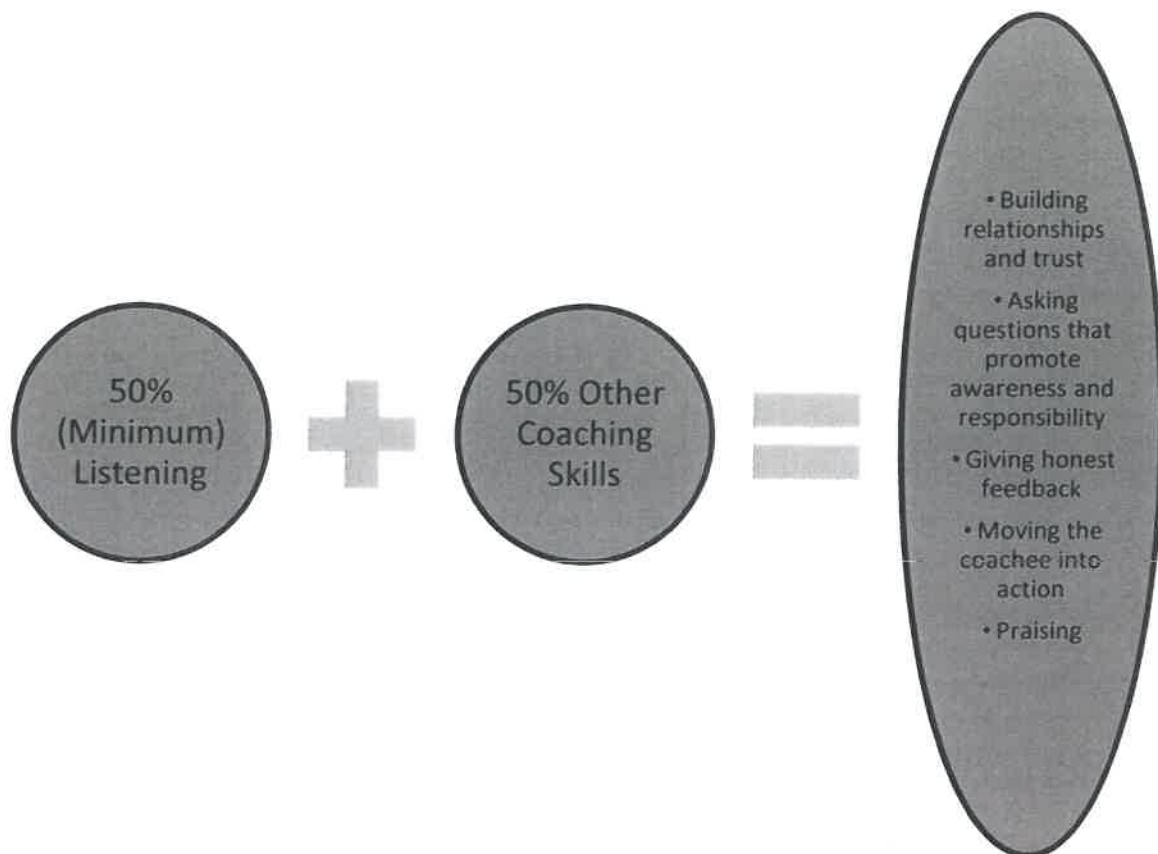
Applying a leadership coaching style is not difficult, but it needs practice and persistence. Specifically, it involves:

- ❖ Listening
- ❖ Developing trust and relationships
- ❖ Listening
- ❖ Understanding organizational needs
- ❖ Listening
- ❖ Knowing the needs of individuals in your organization
- ❖ Listening
- ❖ Helping individuals and teams to establish goals
- ❖ Listening
- ❖ Identifying gaps between goals and current reality
- ❖ Listening
- ❖ Asking questions to facilitate exploration of the options for addressing the gaps
- ❖ Listening
- ❖ Assisting people to move to responsible action
- ❖ Listening
- ❖ Giving honest feedback
- ❖ Listening
- ❖ Giving praise and yes, you guessed it
- ❖ Listening

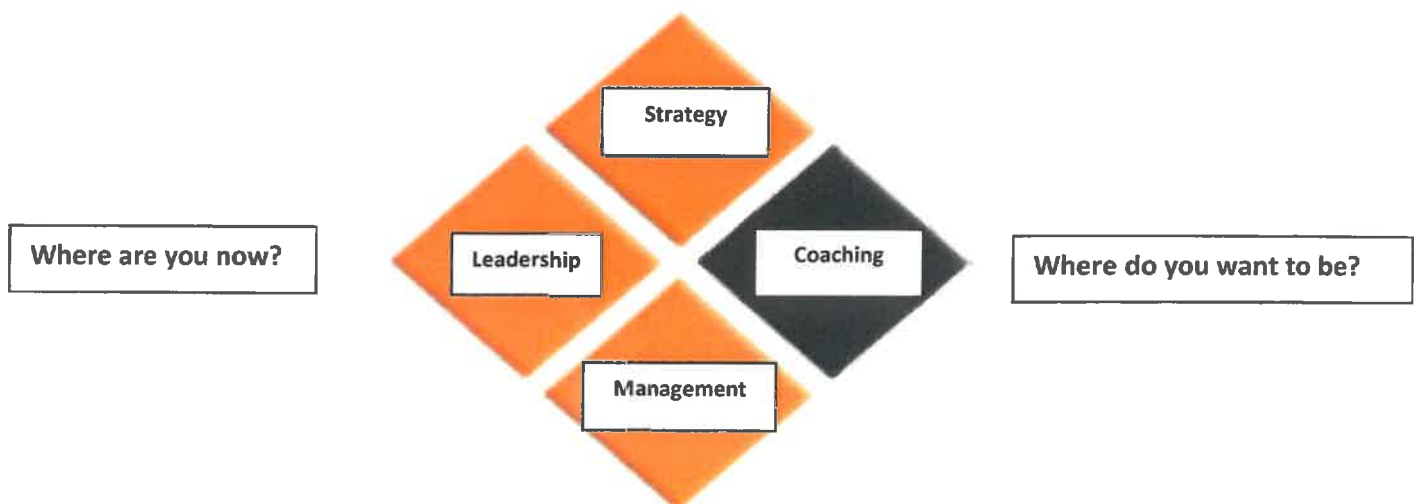
It is important to put leadership coaching into context. No single formula for leadership is possible or advisable. Different styles involving different people at different times require different leadership styles and techniques. Moreover, different leadership styles are required at different organization levels, in different sectors, in different industries and different cultures.

The coach is not a problem solver, a teacher, an advisor, an instructor or even an expert; he or she is a sounding board, facilitator who raises awareness and responsibility.

In a nutshell, here is how you allocate your leadership coaching time:



You can assist individuals to fast track their success by asking the right questions that result in long-term growth. The following 8-step coaching model is easy to understand, easy to implement and can produce excellent results.



Step 1

Involves you developing trust and rapport with individuals (coaches) in order to develop a genuine understanding of the issues and trusting relationships.

Steps 2 to 7

Require you to ask a logical sequence of questions where you apply the right balance of pressure and support to achieve the desired results.

Step 8

Reminds you to acknowledge the results or achievements of coaches, energizing them to perform to even higher standards.



A possible format for applying the *GROWTH* coaching model

STEPS	GROWTH COACHING QUESTIONS	DISCUSSION
Goal	What do you need to achieve?	
Reality	What is happening now?	
Options	What could you do?	
Will	What will you do?	
Tactics	How and when will you do it?	
Habits	How will you sustain your success?	

Summary of GROWTH coaching questions

STEPS	CORE QUESTION	GROWTH COACHING QUESTIONS
Goal	What do you need to achieve?	<ul style="list-style-type: none"> • What do you need to achieve? Tell me more about that. • If we worked together on this regularly for the next three months what would you like to have happen that is not happening now? • What would be the result of that? • What are the worst things happening now? What is the opposite of that? • How will that be of real value to you? • What will be the benefits of achieving this goal? What will be the costs if you don't achieve this goal? • When you achieve this goal, what will it look like/feel like? • Is that realistic? Can we do that in the time we have available? • What are the critical success factors to achieving this goal?
Reality	What is happening now?	<ul style="list-style-type: none"> • How do you know that this is accurate? • When does this happen? Be precise if possible. • What do you already have in place that will help to increase the likelihood of you achieving this goal? What's missing? • What other factors are relevant? • What is their perception of the situation? • What have you tried so far? What's working/not working? • What's within your area of control? • What else is missing?
Options	What could you do?	<ul style="list-style-type: none"> • What are the options for achieving this goal? • What could you do to change the situation? What alternatives are there to that approach? • Tell me what possibilities for action you see. Don't worry about whether they are realistic at this stage. • What approaches have you used yourself, or seen others use, in similar circumstances? • What advice would you give someone else who was in a similar position to you? • Would you like suggestions from me? • What are the benefits and pitfalls of these options?

Will	What will you do?	<ul style="list-style-type: none"> • What options do you like the most for action during the coming weeks? • What will you do, specifically? • What are the next steps?
Tactics	How and when will you do it?	<ul style="list-style-type: none"> • Precisely when will you take the next steps? • Do you need to log the steps in your diary? • What sort of person do you need to be to achieve the results you desire? • Who can you model? • What different attitudes/values/beliefs will you need?
Habits	How will you sustain your success?	<ul style="list-style-type: none"> • How will you ensure that you carry out these actions? • What might get in the way? How can we address that? • What needs to be different about your thoughts, feelings, behaviours or environment to ensure you carry out these actions? • What support/structures are needed to maintain this?

ONGOING REFLECTIVE INQUIRY OBSERVATION

These observations are about you, the observer, learning from another. It is suggested that you do this as often as you like or if requested to by your Whanau Leader for any specific reasons. For each entry consider and record your "next step" action.

RECORD OF OBSERVATION			
DATE: VISITING:	MY FOCUSING INQUIRY What is important, given where my students are at?	TEACHING INQUIRY What strategies are most likely to help my students learn what they need to learn?	LEARNING INQUIRY What happened as a result of my teaching and what are the implications for future learning?

Introduction

The New Zealand Teachers Council (the Council) has developed the Guidelines for Induction and Mentoring and Mentor Teachers (the Guidelines) to support the provision of nationally consistent, high quality, and comprehensive support for Provisionally Registered Teachers (PRTs) in their first few years of practice and to enable them to become fully registered teachers.

The Guidelines for Induction and Mentoring and Mentor Teachers

- include key principles for high quality induction and mentoring in Aotearoa New Zealand
- outline the essential components of a programme of support for PRTs
- clarify expectations for the role of mentor teachers
- describe the required key skills, knowledge and attributes and the professional learning and development needed by mentor teachers to fulfil this role adequately.

The research programme *Learning to Teach* (2007-2008) preceded the development of the *Guidelines* and highlighted the potential of intensive, pedagogically focused mentoring to accelerate the learning and expertise of newly qualified teachers.

As a result, the term 'induction and mentoring' now replaces 'advice and guidance'. This signals the shift from 'advice' to a co-constructive relationship and programme of professional learning. While the main focus is the support of PRTs, these *Guidelines* can also be used for the collegial support of all teachers including those new to teaching in New Zealand.

"We support a high quality teaching profession with the capability to assist all ākonga/learners in achieving success in education "

Background

The Guidelines were developed through the Council's research programme Learning to Teach (2007-2008), informed by international expertise and discussion with professional groups, and a two year national pilot programme.

Learning to Teach (2007-2008) was undertaken to investigate the quality and consistency of support available to PRTs in New Zealand. The research showed the distinction between limited mentoring, geared around advice and emotional support, and intensive, pedagogically-oriented mentoring often referred to as 'educative mentoring'. The research provided the platform for the Guidelines to be developed and tested in the Council's Induction and Mentoring Pilot Programme, comprising four sector specific pilots:

- **Early Childhood Education** – New Zealand Kindergartens' Regional Networks
- **Primary / Intermediate** – Auckland University's Educative Mentoring and Induction Programme
- **Secondary** – Massey University's Professional Learning Community
- **Māori Medium** – Te Whare Wānanga o Awanuiārangī's Connected Approach.

A summary of the pilot programme, including findings, can be accessed on the Council's website.

WEB REF ► www.teacherscouncil.govt.nz/prt



High quality induction programmes are comprehensive, educative and evaluative.

The purpose of the Guidelines

The Guidelines are designed to shift school, kura and ECE policy and practices towards an 'educative mentoring' approach - a shift away from a view of induction as 'advice and guidance' to one of skilled facilitation of 'learning conversations' focusing on evidence of teachers' practice. Rather than just providing 'advice' and emotional support, the mentor teachers co-construct professional learning, where often the learning is reciprocal.

The *Guidelines* acknowledge that the work of a teacher is highly complex and demanding. Research and experience clearly shows that newly graduated teachers need high quality and well structured induction in order to:

- become accomplished and effective teachers who can improve the learning outcomes of diverse ākonga
- progressively demonstrate that they meet the *Registered Teacher Criteria*
- be able to contribute fresh ideas and approaches that rejuvenate teaching workplaces
- build a strong foundation of self-reflection and on-going professional learning
- enjoy teaching and stay a positive member of the profession.

While these *Guidelines* focus on (and have been tested with) PRTs, they are also a useful framework for supporting all teachers who are not yet fully registered¹. This includes teachers who are returning to the profession after a break from teaching, and overseas teachers who are new to the New Zealand context. The *Guidelines* will be useful in any context where teachers require support and mentoring in their on-going development.

"We need to know how to create relationships that allow for effective communication, that allow for you to ask those hard questions"

1. Including teachers who are registered Subject to Confirmation and who are seeking to become fully registered.

Who should use the *Guidelines*

These Guidelines apply to the teaching profession in both the early childhood and schooling sectors and are intended to be used by everyone with a role to play in mentoring PRTs and other teachers needing support. All professional leaders are responsible for ensuring that they have in place an induction and mentoring policy for their school, kura or ECE service based on the Guidelines.

Professional leaders

The *Guidelines* will support professional leaders to:

- lead a learning culture that is supported by policies and systems within their setting to best support PRTs and mentor teachers
- create and implement a high quality programme of induction and mentoring within their setting
- be clear about their own role in the processes and systems for supporting PRTs
- ensure there are robust processes for making assessment decisions for full registration.

Mentor teachers

The *Guidelines* will support mentor teachers to:

- create and implement, along with the professional leader, a high quality programme of induction and mentoring within their setting
- be clear about what their role entails
- know what professional learning and development is needed for their role
- develop educative approaches to their day-to-day mentoring practice.

"We are diverse learners,
as are children. We are
communities of learners."

Provisionally Registered Teachers (PRTs)

The *Guidelines* will support PRTs to:

- know what programme of support they are entitled to in their first few years of teaching to help them become fully registered teachers
- recognise what on-going professional self reflection, learning and development is expected of them
- have input into the programme's design and implementation (in collaboration with the professional leader and mentor teacher).

The wider education sector

The *Guidelines* have implications for the wider education sector to identify the support and resources that they can provide to encourage high quality induction and mentoring.



"It's the whole school culture...if PRTs are in a switched-on school they will become switched-on for sure."

How to use the Guidelines

When working with the Guidelines, professional leaders and teachers need to spend some time thinking about what would work best in their specific setting, in their sector and for individual teachers. Unpacking, co-constructing and interpreting what the Guidelines mean is an intrinsic part of their value. The Guidelines should be discussed in relation to key documents such as the Registered Teacher Criteria, school, kura or ECE service strategic plans and performance management systems.

All schools, kura and ECE settings need to have in place an induction and mentoring policy. It is recommended that this policy is based on the *Guidelines for Induction and Mentoring and Mentor Teachers*.

In addition, the *Guidelines* may be used:

- as a way to explore with staff what effective induction and mentoring looks like in the school, kura or ECE setting
- as a central reference point against which current induction and mentoring practices are reviewed on an ongoing basis
- in combination with other information (for example the *Learning to Teach* (2007–2008) research) when developing your induction and mentoring programme
- to clarify roles and expectations in supporting teachers
- to identify skills, knowledge and appropriate professional development activities to develop mentor teachers effectively.

Induction and mentoring programmes will look different depending on the individual characteristics of the school, kura or ECE setting, and the needs of the PRT. Some useful findings from the pilot programmes that may assist with developing the structure of the programme include the following:

- time needs to be scheduled in and made a priority for meaningful discussion about teaching practice to take place
- networks for PRTs and mentors are important vehicles for sharing ideas, resources and support as well as an opportunity to identify issues
- induction and mentoring programmes are more likely to succeed where the school, kura or ECE service's leadership is actively informed and involved
- the concept of reciprocity and collective contribution for a common good of the group is a key concept in mentoring in Māori medium settings. The mentoring of the PRT is a collective responsibility.

Reflective questions

When unpacking the *Guidelines* it may be helpful to consider the following:

- How do the *Guidelines* add to or expand your current knowledge of what high quality induction and mentoring looks like?
- What do you believe constitutes high quality induction and mentoring in your setting?
- Are there aspects of the *Guidelines* that need to be emphasised or interpreted to better reflect the unique needs of your teachers?
- Does your current induction and mentoring programme reflect the vision set out in the *Guidelines*?
- What can a PRT expect in their induction and mentoring programme in your setting?
- What support should mentor teachers receive to carry out their role effectively?
- What implications do the *Guidelines* have on your practice?
- How might the *Guidelines* be used to promote a learning culture amongst all teachers in your setting?
- What documented policy and handbook(s) do you need to provide to put these *Guidelines* into effect for your setting?

Link to the *Registered Teacher Criteria*

PRTs are required to demonstrate that they meet all of the *Registered Teacher Criteria* in order to become fully registered teachers. The criteria provide the “hurdle, compass and beacon” for PRTs to gain full registration and to continue to renew a fully registered practising certificate as experienced teachers. Therefore it is essential that the *Guidelines* are used in partnership with the *Registered Teacher Criteria*. The criteria set the benchmarks and provide the framework to guide professional learning for all teachers seeking to gain and maintain full registration.

“...through active listening and open questioning they gave their PRTs more opportunity to discuss their own beliefs about children and their learning and to make their own decisions regarding teaching.”

What does 'high quality induction' mean?

Induction is the broad term for all support and guidance (including mentoring) provided to newly graduated teachers as they begin their teaching practice in real situations. It is about building the teaching profession and ensuring that all teachers are part of a learning community focused on continually improving the learning outcomes of all their ākonga.

*High quality induction programmes are **comprehensive, educative** and **evaluative**.*

Comprehensive

A comprehensive induction programme has many elements and is conducted over a sustained period of time. For PRTs this period is at least two years. No single intervention on its own is enough to create high quality induction. A comprehensive induction programme includes:

- welcoming and introducing a new teacher to the context in which they will work
- ongoing professional development and support from a range of sources
- access to external professional networks
- high quality educative mentoring
- standards-based, evidence informed evaluations of professional practice against the *Registered Teacher Criteria*.

A comprehensive induction programme should not be the responsibility of one or two people acting in isolation. Instead it requires employers, leaders, the school, kura or ECE professional learning community, and the wider profession to be engaged.

Educative

Provisional registration is a key opportunity and time for intensive, sustained professional learning. An induction programme should not be focused on progressing through a standard checklist of requirements. Instead induction should be focused on enabling PRTs to be exposed to, learn and practise the particular skills, attitudes and attributes they need to become accomplished, fully registered teachers who can improve the learning outcomes of diverse ākonga.

Evaluative

An induction and mentoring programme provides opportunity for formative and progressive feedback to the PRT on their professional learning as well as leading to a final assessment as to whether the PRT is ready to gain full registration. This means that:

- records must be kept of what activities occur as part of the induction programme, what feedback and support has been provided to the PRT and what the PRT's own reflection and learning has been
- records must also be kept of evidence of the PRT's progress towards meeting the *Registered Teacher Criteria*.

When an application for full registration is received, the Council will be seeking evidence of both the above elements i.e. that the PRT has undertaken an appropriate induction programme and that the PRT has been assessed as having met all of the *Registered Teacher Criteria*.



"An induction and mentoring programme provides opportunity for formative and progressive feedback to the PRT on their professional learning."

What does 'high quality mentoring' mean?

*Mentoring is an essential component of induction. High quality mentoring is educative in focus as well as based on a relationship of trust and collegiality. It is important that mentor teachers are well resourced, with dedicated time to fulfil the role and that they receive career recognition for the role. A high quality mentoring programme therefore is **relationship-based, focused on educative mentoring, recognised and resourced.***

Relationship-based

A mentor should be chosen who is able to work comfortably and supportively in a co-constructive relationship with the PRT. Mentor teachers require professional development and support to develop their relational skills.

Focused on educative mentoring

High quality mentoring happens when an experienced colleague provides dedicated time to a PRT to guide, support, give feedback and facilitate evidence-informed, reflective learning conversations. An 'educative mentor' in this sense is not merely a 'buddy' providing emotional support and handy 'just in time' tips to the PRT. Educative mentoring is a highly skilled and highly valued role in the profession and mentors need appropriate professional development to learn and practise these skills.

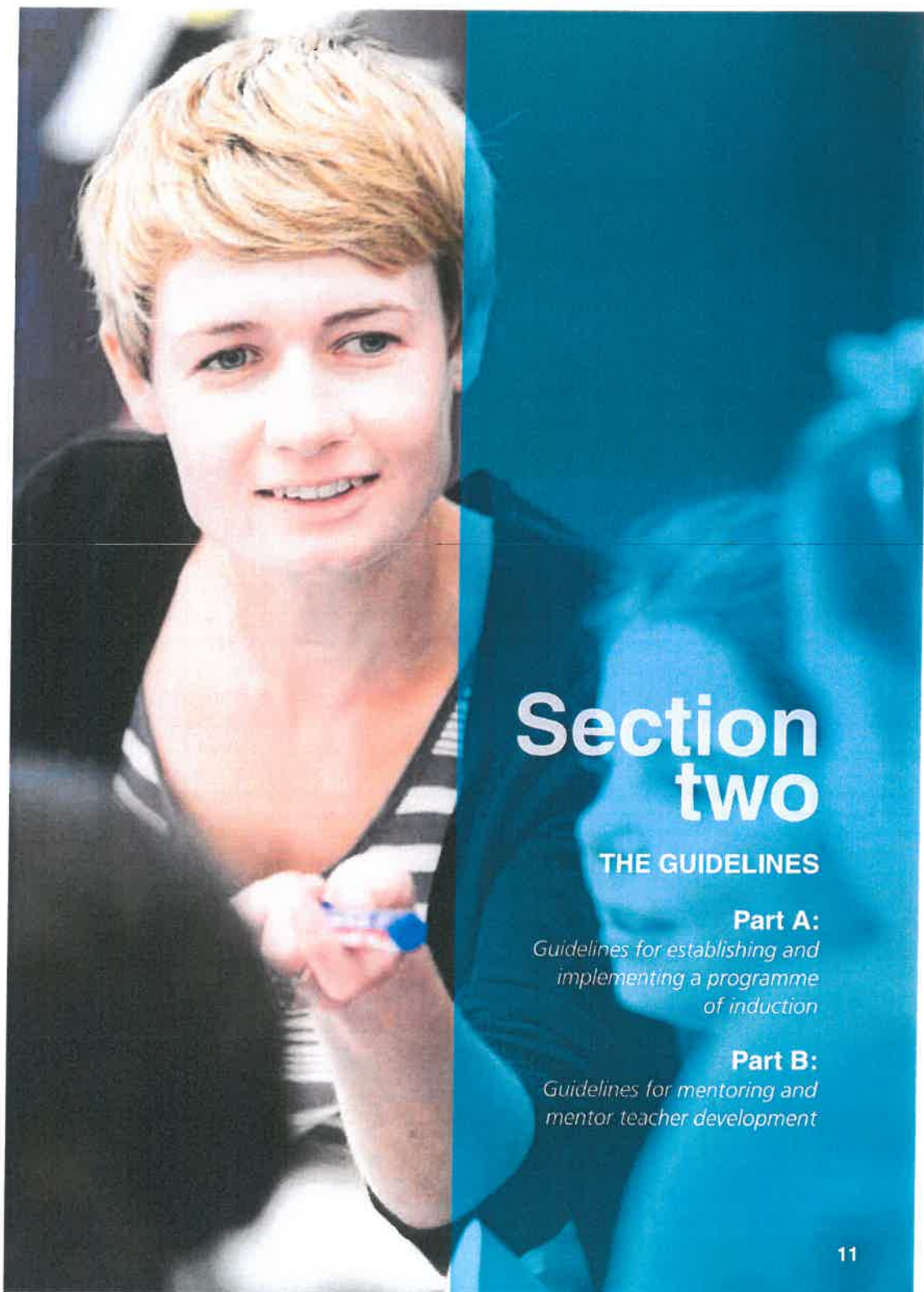
Recognised and resourced

Mentor teachers need to be supported by the school, kura or ECE service leadership to have dedicated time and professional development to fulfil their roles adequately. Ideally, mentor teachers should receive career recognition for this very important role of professional leadership and support they provide for their teaching colleagues.

Resources

Resources to support the use of the *Guidelines* and implementation of induction and mentoring programmes will be available on the Council's website during 2011.

WEB REF ► www.teacherscouncil.govt.nz/prt



Section two

THE GUIDELINES

Part A:

*Guidelines for establishing and
implementing a programme
of induction*

Part B:

*Guidelines for mentoring and
mentor teacher development*

11

Part A

Guidelines for establishing and implementing a programme of induction

The induction programme is a key component of the professional learning and development of new teachers. It provides a structured and supported environment for new teachers to develop their professional skills and knowledge, and to build their confidence and competence in the classroom. The programme should be designed to meet the needs of new teachers and to provide them with the support and resources they need to succeed. It should be a collaborative process involving all stakeholders, including the new teachers, their mentors, and the school community. The programme should be ongoing and flexible, allowing for adjustments as needed. It should also be evaluated regularly to ensure its effectiveness and to make improvements as necessary.

1. Vision statement

The vision statement for induction programmes in Aotearoa New Zealand

High quality induction programmes will be provided for all PRTs who aspire to achieve full registration as a teacher in Aotearoa New Zealand.

The programmes will be educative in focus and will support recently qualified teaching graduates to become:

- effective teachers for diverse ākonga in Aotearoa New Zealand
- professionally engaged teachers committed to on-going inquiry into their own teaching and working with colleagues in a collaborative process.

Professional development and on-going system-wide support to mentor teachers will underpin the intensive professional support needed by PRTs to maximise their professional learning and progress towards achievement of the above two goals.

In this way, the profession will progressively improve its ability to contribute to equitable learning outcomes for all ākonga.

The Council's vision statement for induction programmes to support PRTs is shown to the left. This vision sets out the overall purpose for any induction programme and the desired outcomes that the programme should aim for.

2. Principles for high quality induction programmes

High quality induction programmes

- are based in a community of support including the active support by the institution's professional leader
- are personalised and based on the aspirations and needs of the individual PRT
- are responsive to the characteristics of ākonga and the wider community
- develop a PRT's increasing responsibility for their own professional learning
- are educative in focus
- work towards the vision statement, with a particular focus on improving equitable outcomes for all ākonga
- are regularly reviewed to ensure continued effectiveness.

3. Essential components of high quality induction programmes

There is commitment to the vision statement

- The employer, leadership and school, kura or ECE professional learning community need to develop a common understanding of how the vision statement will be interpreted and applied within their context and be committed to it.

There is institutional commitment and leadership for the programme

- Leaders and the school, kura or ECE learning community need to be committed to a culture of collaborative professional inquiry.
- There needs to be structural support from the employer and senior colleagues, including ensuring dedicated time is provided for mentoring and other professional development.
- The learning community in some settings, may embrace families and others in the wider community in addition to professional colleagues.
- Leaders should provide work conditions for the PRT that recognise their novice status.

Quality mentoring is a central (but not the sole) component

- Mentors need to be carefully selected, provided with access to high quality professional development and support for their role, and assured of dedicated time to carry out the role (see Part B).
- The PRT will also be supported to access learning from the wider learning community including observations of colleagues and participation in structured professional development programmes within and external to the institution.

The programme is based on the *Registered Teacher Criteria* to guide the learning and formative feedback to the teacher

- There needs to be a shared understanding of the characteristics of effective teaching as set out in the *Registered Teacher Criteria*.

The programme is focused on the daily practice of PRTs with their ākonga

- The programme will provide intensive, specific support based on evidence from the teaching and learning of the ākonga - so that the PRT is able to systematically reflect on this evidence and learn from it.
- The programme will focus on the needs and aspirations of individual PRTs, establishing reciprocal relationships that encourage the PRT to take increasing responsibility for identifying next steps for their professional learning.

The programme will provide the support and processes needed so the PRT can move towards gaining full registration

- This means meeting the Council's requirements for formal documentation of the induction programme and documentation of evidence of the teacher's progress towards achievement of full registration (including the *Registered Teacher Criteria*).

Part B

Guidelines for mentoring and mentor teacher development

The vision statement shown below should govern the selection, development and day-to-day practice of mentor teachers.

1. Vision statement

The vision statement for mentoring of PRTs in Aotearoa New Zealand

An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning – based on a clear understanding of outstanding teaching.

An effective mentor has a significant educative leadership role, dedicated to growing the professional capability of the colleagues they support.

An effective mentor has a sound knowledge and skill base for their role and can establish respectful and effective mentoring relationships.

An effective mentor does not work in isolation. Mentors can only be effective if they are providing mentoring as part of a comprehensive induction programme and are well supported by their employer, professional leader, and professional learning community.

2. The role of a mentor teacher

The role of a mentor of a PRT includes

- providing support to the PRT in their new role as a teacher with full responsibility for their ākonga
- demonstrating effective teaching
- facilitating learning conversations with the PRT that challenge and support them to use evidence to develop teaching strengths
- assisting the PRT to plan effective learning programmes
- observing the PRT and providing feedback against specific criteria and facilitating the PRTs ability to reflect on that feedback
- assisting the PRT to gather and analyse ākonga learning data in order to inform next steps/different approaches in their teaching
- guiding the PRT towards professional leadership practices that support learning in the unique socio-cultural contexts of Aotearoa
- supporting the PRT to become part of the wider learning community
- providing formal assessment of the PRT's progress in relation to the *Registered Teacher Criteria*
- suggesting suitable professional development for the PRT
- advocating for the PRT if needed, particularly in relation to accessing high quality induction and mentoring
- listening to and helping the PRT to solve problems.

3. Key areas of knowledge, skills and dispositions needed for high quality mentoring

Mentors know about teachers, teaching and teacher learning

This includes areas of knowledge such as:

- contextual knowledge of an individual PRT including his/her cultural background
- pedagogy of teacher education and of mentoring
- knowledge of the teaching profession, the education system and professional standards (including the *Registered Teacher Criteria*)
- leadership and management of change.

Mentors know about ākonga and learning

This includes areas of knowledge such as:

- contextual knowledge of the ākonga the PRT is teaching, including cultural background of individuals and of the communities the ākonga are from
- pedagogical content knowledge relating to curriculum area(s) within which the PRT is teaching
- research into learning e.g. Best Evidence Synthesis reports from the Ministry of Education
- collection and interpretation of evidence of learning.

Mentors are able to use mentoring skills and dispositions

These include the abilities to:

- facilitate constructive but challenging professional conversations with PRTs and maintain their enthusiasm
- demonstrate for the PRT effective teaching for diverse ākonga
- use effective observation skills and strategies
- analyse and reflect on evidence of learning
- negotiate and advocate on behalf of the teacher

- demonstrate professional leadership and understanding of the potentiality of effective teaching to influence equitable outcomes for ākonga
- provide and/or seek cultural advice to support development of te reo me ona tikanga.

4. Provision of mentor teacher professional development

Ongoing support systems and professional development opportunities for mentor teachers should be established. As set out in these *Guidelines*, the mentor teacher role involves specific skills that cannot be assumed but need to be explicitly taught and supported. They are skills that are also needed in other professional leadership roles. This means that increasing capability in these areas will have an impact on the quality of the wider professional leadership in a school, kura or ECE setting.

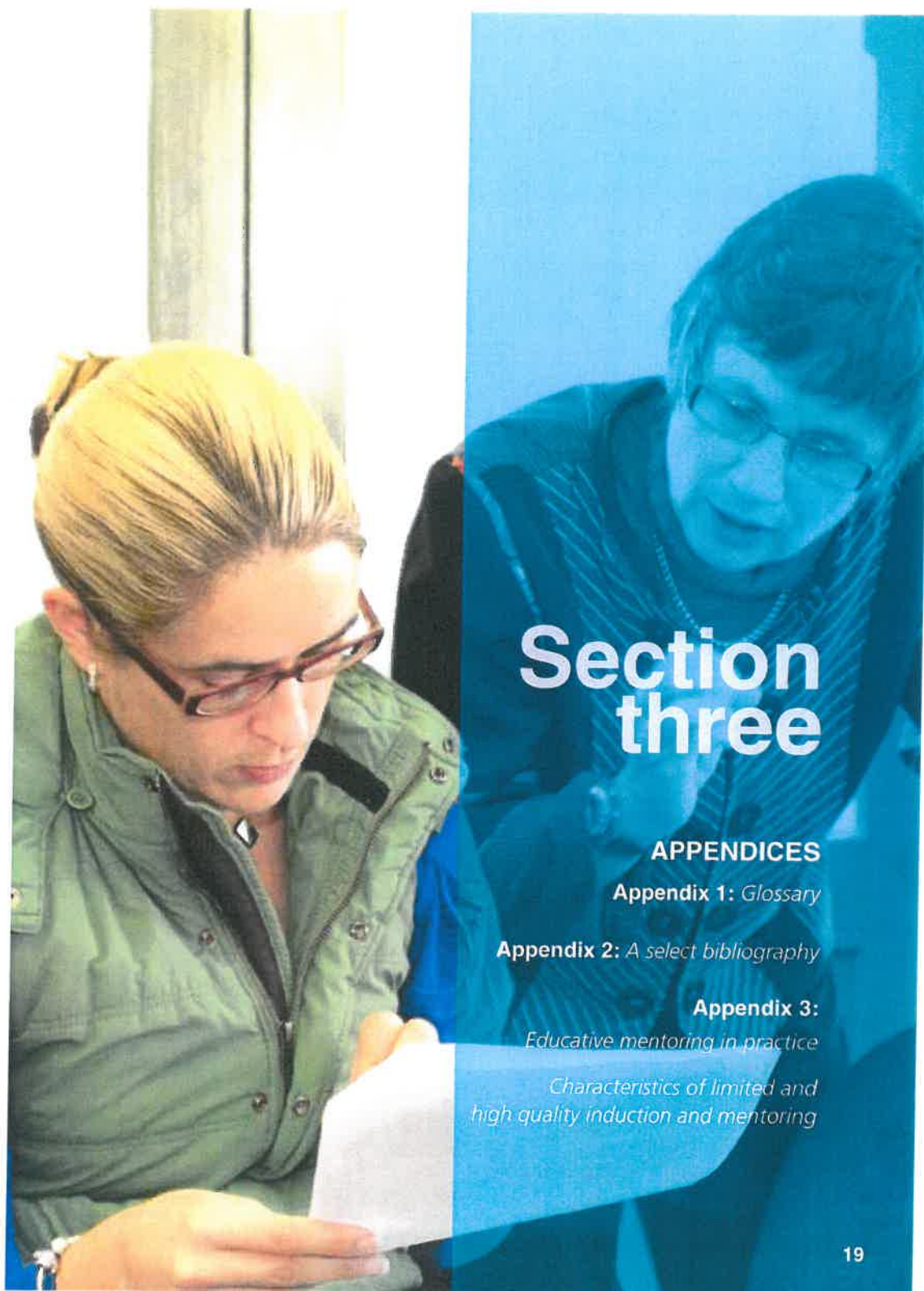
The Council is working with the wider profession to ensure there will, over time, be a structured system of both formal learning and on-going professional development available to support the mentor teacher role. It is recommended that mentor teachers form professional communities of practice to support each other within and/or between schools, kura and ECE settings.

Programmes for the development of mentor teachers may include (but not be confined to) the following content

- pedagogy of mentoring
- facilitation of challenging, evidence-informed, professional learning conversations
- knowledge of the *Registered Teacher Criteria* (and how to use the *Registered Teacher Criteria* to guide the professional learning of a PRT)
- approaches to gathering evidence of PRTs' learning and of providing and documenting formative feedback
- collection and analysis of learning data for PRTs to engage with in their professional learning
- knowledge of specific strategies such as for supporting differentiated learning needs, English for Second Language learning, English for Additional Language learning, and support for literacy and numeracy learning
- leadership development
- active listening
- how to personalise learning.



"Learning to be a teacher is a career-long continuous process."



Section three

APPENDICES

Appendix 1: *Glossary*

Appendix 2: *A select bibliography*

Appendix 3:

Educative mentoring in practice

*Characteristics of limited and
high quality induction and mentoring*

Section three

Appendix 1

Glossary

Advice and guidance

The term used by the Council and the profession until recently to describe the programmes of support for PRTs. Now replaced by induction and mentoring programmes.

Ākonga

A learner who may be in a range of settings, from early childhood to secondary and beyond.

Induction and mentoring

See the *Guidelines*. This is the programme of professional support provided to PRTs, teachers registered Subject to Confirmation and others new to the profession in New Zealand.

Mentor teacher

A mentor teacher may be variously described as a tutor teacher, supervising teacher, support teacher or co-ordinator of the induction programme for PRTs.

A mentor teacher is fully registered and needs to have specific, specialised skills to support PRTs to become fully registered.

Professional leader

In the schooling sector, the professional leader is the principal of the school. In early childhood services, the professional leader may be one of a variety of roles such as head teacher, team leader or manager professional practice. This person has the responsibility for the teaching and learning in the school or service and for ensuring that high quality induction and mentoring programmes are in place.

Provisionally Registered Teacher (PRT)

Teachers apply for provisional registration when they have qualified to teach by successfully completing an approved initial teacher education programme in New Zealand or been granted recognition of an overseas teaching qualification. They then undertake a structured programme of induction and mentoring which enables them to demonstrate they are competent in the *Registered Teacher Criteria* and can apply for full registration.

Registered Teacher Criteria (2010)

These are the standards for fully registered teachers in New Zealand to demonstrate 'satisfactory recent teaching experience'. Provisionally registered or Subject to Confirmation teachers need to demonstrate they meet the *Registered Teacher Criteria* in order to gain full registration and then to maintain this every three years. The *Registered Teacher Criteria* have replaced the *Satisfactory Teacher Dimensions*.

Subject to Confirmation registration

Teachers may be issued a practising certificate Subject to Confirmation if they have not recently been able to demonstrate they meet all the *Registered Teacher Criteria* in the New Zealand general education system or in an approved setting.

Full registration

Teachers who have been recently assessed as meeting the *Registered Teacher Criteria* and who meet all other requirements may be issued a practising certificate with full registration.

Section three

Appendix 2

A select bibliography

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2. These reports may be published under slightly different titles.

Section three

Appendix 3

The following tables can be used to discuss what activities could be included in a high quality induction and mentoring programme. They will assist professional leaders, mentor teachers and PRTs with unpacking the Guidelines. The tables were developed by teachers in the primary / intermediate school pilot led by Auckland University.³

3. Langdon, F., with Flint, A., Kromer, G., Ryde, A., & Karl, D. (2011). *Induction and mentoring pilot: Primary. Leading learning in induction and mentoring.*

Educative mentoring in practice

EDUCATIVE MENTORING

Recognises the range of expertise, skill and knowledge mentors require in this role

Links practice to a view of good teaching

Has a developmental (but not linear) view of learning to teach

Employs a non-deficit approach with a focus on cognitive and reflective skills, and evidence to advance learning

Engages PRT in serious professional conversations

Provides planned, and takes advantage of incidental, learning opportunities

Expects the development of pedagogical expertise

Provides affective support so the new teacher thrives

The table below summarises characteristics of educative mentoring, and what it looks like in practice.

EXAMPLES OF PRACTICE

- discussions of strategies are linked to principles of effective practice
- teaching observations are tailored to PRT's goals
- feedback is typically based on evidence, e.g. achievement data, PRT planning, observation data
- mentor engages with PRT as a co-learner: questions that enquire into and challenge practice are common.
- encourages PRT to make decisions and justify how they will teach
- allows PRT to 'unpack beliefs and explain teaching methods with the aim of improving learning and building confidence.
- acquires a critical knowledge of theories of teacher development along with the expectation of PRT to engage in reflection with a primary concern for learning of ākonga.
- deconstruction: allows PRT to describe what happened, analyse and discuss the evidence, examine ākonga understandings and outcomes
- co-construction: design next steps, set new goals and understand the implications for children and learning.
- develops knowledge and ability to conduct learning conversations
- the mentor and PRT meet at planned times to engage in learning conversations about the PRT's practice. The agenda of the conversations and goals are agreed beforehand to ensure the conversations are focused
- conversation is non-judgmental and based on evidence.
- goal setting meetings, observations times, and professional conversations are planned and timetabled
- it's established with the PRT that no question is a silly question
- open door policy means that 'just in time' learning can take place.
- a knowledge of how to use cognitive interventions is developed to recognise teacher expertise
- feedback and conversations are about learning of ākonga in the context of the PRT's teaching
- mistakes, fallibility and pushing boundaries are accepted as part of learning - their teaching becomes a site of inquiry.
- conversations are non-judgmental
- successes, particularly related to learning of ākonga, are affirmed
- PRT is listened to - beliefs are unpacked, mentor speaks less
- PRT knowledge is valued
- a sense of professional agency is encouraged through engagement in decision-making about teaching practice.

Characteristics of limited and high quality induction and mentoring

LIMITED INDUCTION AND MENTORING	HIGH QUALITY, INTENSIVE INDUCTION AND MENTORING
Emotional support <ul style="list-style-type: none"> pastoral care pep talks support, advice, guidance collective responsibility. 	<ul style="list-style-type: none"> Links practice to a view of good teaching <ul style="list-style-type: none"> learning focus goal orientated – PRT and mentor goal.
Technical support <ul style="list-style-type: none"> advice / handy tips focus on behaviour practical – mentor taking class so PRT can focus on small groups short-term fixes teaching focus surface issues hierarchical – mentor 'sorts out' PRT issues mentor talks, PRT listens reactive big "whole deal" at once observation mini "me" scenario speak to the learner – teachers are ākonga. 	<ul style="list-style-type: none"> Builds confidence by developing pedagogical expertise <ul style="list-style-type: none"> setting goals – own development underpinned by achievement of ākonga. Has a developmental (but not linear) view of learning to teach <ul style="list-style-type: none"> long term focus deeper exploration of practice and evidence of learning – and what lies behind the surface issues. Develops teacher autonomy and agency <ul style="list-style-type: none"> teacher voice determine next steps / take responsibility PRT agency involved in making decisions Examine / reflect on own practice Deeper (becoming self-regulated). Builds knowledge by using their teaching as a site of inquiry <ul style="list-style-type: none"> practice of effective pedagogy proactive – setting the PRT up – application of strategies. Provides planned, and takes advantage of incidental, learning opportunities <ul style="list-style-type: none"> focused and specific detailed observation - but selective mentor and PRT focused – purposeful, know what you'll observe range of tools used in observation. Engages in serious professional conversations <ul style="list-style-type: none"> professional discussion – challenge pedagogy active listening explore deeper issues learning conversation process (partnership) more about mentor (listening) and their role. Bases feedback and assessment on evidence <ul style="list-style-type: none"> evidence based / interrogate data get PRT to think more and have evidence for what he/she is doing. School, kura or ECE service structure <ul style="list-style-type: none"> mentoring given value and importance.
Mentor teachers <ul style="list-style-type: none"> chosen for convenience rather than skill or 'best fit' for the PRT not supported with professional learning for the role work in isolation with an individual teacher. 	
<p>This table provides examples of what 'limited' induction and mentoring looks like in practice, compared to high quality educative induction and mentoring. Aspects of 'limited' induction and mentoring, however, may still be important, particularly the emotional or pastoral support to new teachers.</p>	

4. Langdon et al (2011).

Introduction

The *Registered Teacher Criteria* describe the criteria for quality teaching that are to be met by all fully registered teachers in Aotearoa New Zealand.

The *Registered Teacher Criteria* recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attributes and values to facilitate academic, social and cultural learning for ākonga in diverse education settings. The criteria and indicators should be viewed as interdependent and overlapping.

Overarching Statements

1. Teachers play a critical role in enabling the educational achievement of all ākonga / learners².
2. The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.
4. In Aotearoa New Zealand, the Code of Ethics / Ngā Tikanga Matatika commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

² In this document, the term ākonga has been chosen to be inclusive of all learners in the full range of settings, from early childhood to secondary and beyond, where the *Registered Teacher Criteria* apply.

Teachers play a critical role in enabling the educational achievement of all ākonga/learners.

Professional relationships and professional values

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.

FULLY REGISTERED TEACHERS:

CRITERIA

1. establish and maintain effective professional relationships focused on the learning and well-being of all ākonga³

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
 - agencies, groups and individuals in the community

REFLECTIVE QUESTION: What do I do to establish working relationships with my ākonga, their whānau and my colleagues and others to support the learning of those I teach?

2. demonstrate commitment to promoting the well-being of all ākonga

- 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

REFLECTIVE QUESTION: How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?

³ Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

The Treaty of Waitangi extends equal status and rights to Māori and Pākehā. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.

Professional relationships and professional values

FULLY REGISTERED TEACHERS:

CRITERIA

3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand

KEY INDICATORS

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

REFLECTIVE QUESTION: How do I reflect in my professional work respect for the cultural heritages of both Treaty partners in Aotearoa New Zealand?

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

- 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

REFLECTIVE QUESTION: How do I continue to advance my professional learning as a teacher?

5. show leadership that contributes to effective teaching and learning

- i. actively contribute to the professional learning community
- ii. undertake areas of responsibility effectively

REFLECTIVE QUESTION: How do I help support my colleagues to strengthen teaching and learning in my setting?

In an increasingly multi-cultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.

Professional knowledge in practice

Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga⁴.

FULLY REGISTERED TEACHERS:

CRITERIA	KEY INDICATORS
6. conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none">i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practiceii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
REFLECTIVE QUESTION: What do I take into account when planning programmes of work for groups and individuals?	
7. promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none">i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongaii. foster trust, respect and cooperation with and among ākonga

REFLECTIVE QUESTION: How does my teaching practice promote an environment where learners feel safe to explore ideas and respond respectfully to others in the group?

⁴ Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

In Aotearoa New Zealand, the Code of Ethics / Ngā Tikanga Matatika commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.

Professional knowledge in practice

FULLY REGISTERED TEACHERS:

CRITERIA

KEY INDICATORS

- | | |
|---|--|
| <p>8. demonstrate in practice their knowledge and understanding of how ākonga⁵ learn</p> | <ul style="list-style-type: none"> 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 |
|---|--|

REFLECTIVE QUESTION: How does my teaching reflect that I understand the main influences on how my ākonga learn?

- | | |
|---|---|
| <p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p> | <ul style="list-style-type: none"> 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 |
|---|---|

REFLECTIVE QUESTION: How does my knowledge of the varied strengths, interests and needs of individuals and groups of ākonga influence how I teach them?

⁵ Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

Teachers play a critical role in enabling the educational achievement of all ākonga/learners.

Professional knowledge in practice

FULLY REGISTERED TEACHERS:

CRITERIA

KEY INDICATORS

10. work effectively within the bicultural context of Aotearoa New Zealand
- 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 ākonga⁶ Māori, displaying high expectations for their learning

REFLECTIVE QUESTION: In my teaching, how do I take into account the bicultural context of teaching and learning in Aotearoa New Zealand?

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

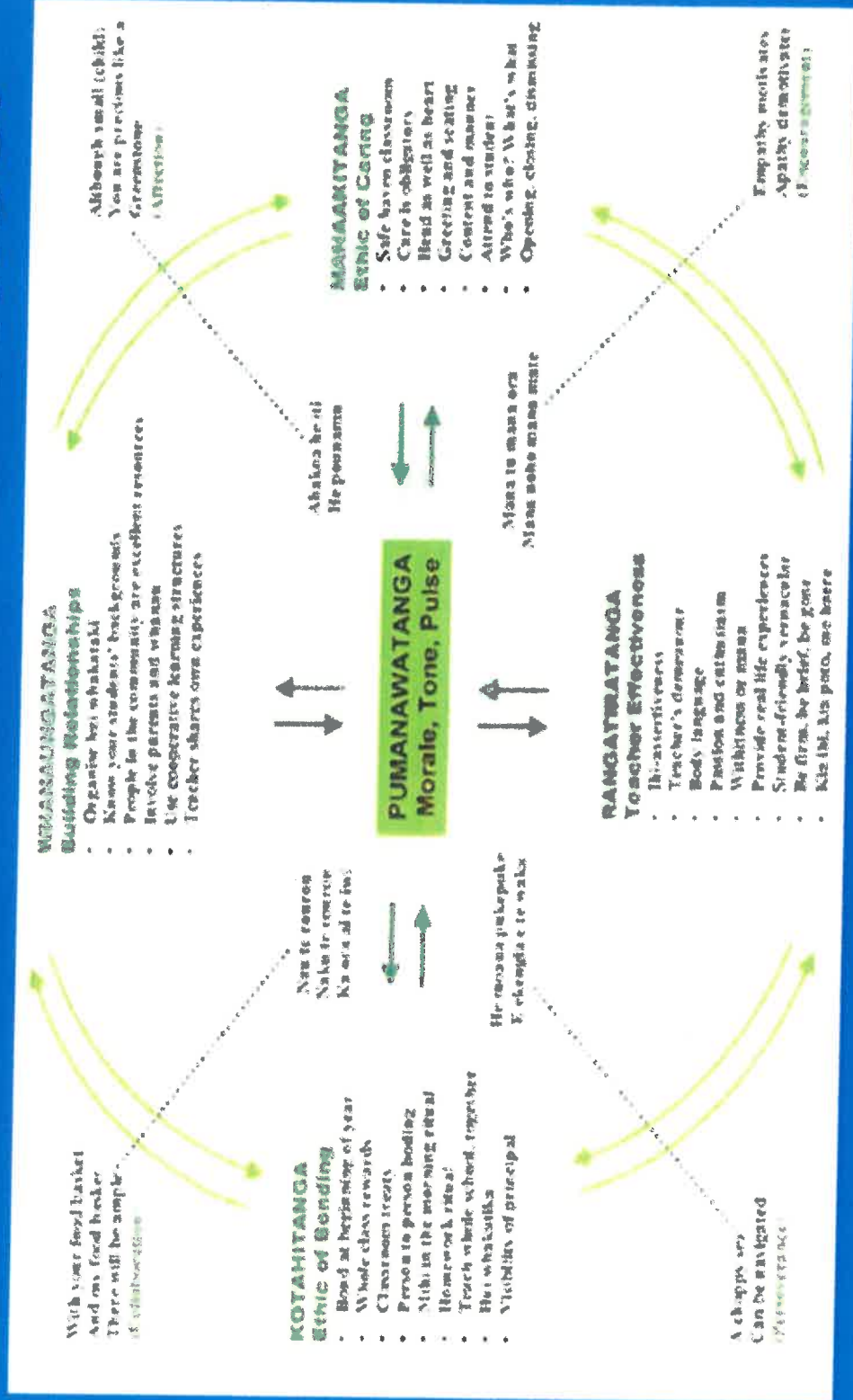
REFLECTIVE QUESTION: How do I gather and use assessment information in ways that advance the learning of my ākonga?

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

REFLECTIVE QUESTION: How do I advance the learning of my ākonga through critical inquiry within my professional learning?

⁶ Ākonga refers to all learners in the full range of settings where the *Registered Teacher Criteria* apply.

The Educultural Wheel



From Macfarlane, A. (2004)

TĀTAIAKO SUMMARY

Ako

Practice in the classroom and beyond

Ako - reciprocal teaching/learning; parent, whānau, hapū, learner, teacher (Ka Hikitia)

Effective learning by Māori learners

Effective pedagogy

Effective curriculum for Māori learners

GTS 2, 4, 5, 7

RTC 4, 6, 8, 12

Wānanga

Communication, problem solving, innovation

Students, whānau, and iwi engaging in discussions and robust debate

Effective learning and teaching interactions with students, whānau, and iwi

Reporting and co-constructing learning goals

GTS 5, 6, 7

RTC 5, 11, 12

Māori learners achieving education success as Māori

Whanaungatanga

Relationships (students, school-wide, community) with high expectations

Effective relationships with Māori learners

Effective parent, whānau and iwi Keeping connected

Productive partnerships (Ka Hikitia)

GTS 6

RTC 1

Manaakitanga

Values - integrity, trust, sincerity, equity

Effective Teaching Profile (Te Kotahitanga)

Caring for Māori learners as culturally-located beings

Treating Māori students, whānau, and iwi equitably with sincerity and integrity

GTS 3, 4, 6

RTC 2, 7

Tangata Whenuatanga

Place-based, socio-cultural awareness and knowledge

Effective language and cultural practices for Māori learners

Te Reo Māori/reo ā-iwi

Tikanga Maori/tikanga-ā-iwi

Place-based education

All learning and interaction occurs within a cultural context

Knowledge of whakapapa - knowing who children are, where they are from and who they belong to

Identity, language, culture

GTS 1, 3

RTC 3, 9, 10

REGISTERED TEACHER CRITERIA:

LINKS WITH TĀTAIAKO

The *Tātaiako* competencies have links to the New Zealand Teachers Council's Registered Teacher Criteria. The key links are set out below.

Professional relationships and professional values

1. establish and maintain effective professional relationships focused on the learning and well-being of all ākonga
Key competency: *Whanaungatanga*
2. demonstrate commitment to promoting the well-being of all ākonga
Key competency: *Manaakitanga*
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand
Key competency: *Tangata Whenuatanga*
4. demonstrate commitment to ongoing professional learning and development of personal professional practice
Key competency: *Ako*
5. show leadership that contributes to effective teaching and learning
Key competency: *Wānanga*

Professional knowledge in practice

6. conceptualise, plan and implement an appropriate learning programme
Key competency: *Ako*
7. promote a collaborative, inclusive and supportive learning environment
Key competency: *Manaakitanga*
8. demonstrate in practice their knowledge and understanding of how ākonga learn
Key competency: *Ako*
9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga
Key competency: *Tangata Whenuatanga*
10. work effectively within the bicultural context of Aotearoa New Zealand
Key competency: *Tangata Whenuatanga*
11. analyse and appropriately use assessment information, which has been gathered formally and informally
Key competency: *Wānanga*
12. use critical inquiry and problem-solving effectively in their professional practice
Key competency: *Wānanga, Ako*

MI Model Search

2014

We're on the lookout for MI staff members who are models of best practice!

Everyone here is amazing at something, so get ready to be a model!

Why are we doing this? Because we know that we have amazingly talented teachers and we want to share your brilliance so we can learn and grow from the professionals around us!



So what will this look like?

Random observations will occur from now on. These could last 5-10 minutes, or they could last the whole lesson! You could even nominate someone you've seen!