



ASHGROVE SCHOOL

FULLY REGISTERED TEACHER CRITERIA FOR RENEWAL OF CERTIFICATION 2018

School: Ashgrove School

Name:

Principal: Christine Chadwick

Responsible to: Principal – C Chadwick as authorised by the Board of Trustees

Responsible for: Deputy Principal Responsibilities / Dean of the Senior Department / HOD Literacy

Date: _____

Principal: _____

Currently
under review
for 2018

Name:

Responsible to: Christine Chadwick

| Professional Relationships and Professional Values: Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values | | | | | |
|---|---|--|--|---|--------|
| Criteria | Key Indicators | Professional Standard | Key Tasks | Action | A / NA |
| <p>Criteria – 1 Dimension - 5</p> <ul style="list-style-type: none"> Establish and maintain effective professional relationships focused on the learning and well-being of akonga <p>Tataiako Criteria Whānaungatanga, actively engages in respectful working relationships with Māori learners, parents and whanau, hapū, iwi and the Māori community</p> | <p>i. engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> akonga teaching colleagues, support staff and other professionals whanau and other carers of akonga agencies, groups and individuals in the community | <ul style="list-style-type: none"> Communicate clearly and accurately in either, or both of the official language of New Zealand Provide feedback to students Communicate with families, whanau and caregivers Share information with colleagues | <p>5.1 To maintain open communication with all members of school community</p> <p>5.2 To give information to students on their achievement</p> <p>5.3 To share information and knowledge with colleagues on a regular basis</p> | <ul style="list-style-type: none"> Maintain regular and appropriate communication with all members of the school community Provide opportunities for parents/family involvement in the learning partnership Provide on-going and specific feedback to students Effectively manage student transitions and inductions Regularly exchange ideas with colleagues to improve teaching and learning Ensure both teacher and students are familiar with emergency requirements and procedures Identify possible risks to students emotional physical safety and plan appropriate actions to minimize risks | |
| <p>Criteria – 2 Dimension 3, 4</p> <ul style="list-style-type: none"> Demonstrate commitment to promote the wellbeing of all akonga <p>Tataiako Criteria Manaakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> | <p>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. acknowledge and respect the languages, heritages and cultures of all akonga</p> <p>iii. comply with relevant regulatory and statutory requirements</p> | <ul style="list-style-type: none"> Manage student behaviour positively Organise a safe, physical environment | <p>3.1 To be familiar with learning and teaching theories that cater for individual students needs</p> <p>3.2 To promote students’ active involvement in planning, implementing and assessing their learning</p> <p>4.4 To establish clear guidelines for building a safe, physical and emotional learning environment</p> | <ul style="list-style-type: none"> Uses a variety of approaches when planning and teaching Engage students in learning the necessary skills and create the environment that promotes student led and independent learning Model and promote appropriate interactions with all members of the school community | |
| <p>Criteria – 3 Dimension 1</p> <ul style="list-style-type: none"> Demonstrate commitment to bicultural partnership in Aotearoa New Zealand <p>Tataiako Criteria Tangata Whenuatanga – affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed</p> | <p>i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.</p> | <ul style="list-style-type: none"> Demonstrate knowledge of the Treaty of Waitangi and te reo me ona Tikanga | <p>1.5 To have a knowledge and understanding of Te reo and tikanga maori embedded in learning programme</p> <p>1.4 To have a knowledge and understanding of The Treaty of Waitangi</p> | <ul style="list-style-type: none"> Incorporate and integrate Te reo and tikanga maori in class programmes | |

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|--------------------------------------|---|--|--|---|---|--------|
| Criteria – 4 Dimension 1 | <ul style="list-style-type: none"> Demonstrate commitment to ongoing professional learning and development of personal professional practice <p>Tataiako Criteria Ako – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> | 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 | <ul style="list-style-type: none"> Keep informed of developments in curriculum and learning theory Reflect on teaching with a view to improvement | 1.1 To be confident and knowledgeable about pedagogy and the curriculum framework 1.2 To have a knowledge and understanding of current research 1.3 To be personally reflective with a view to improvement as a teacher | <ul style="list-style-type: none"> Participate in collegial dialogue Articulate beliefs about teaching and your next steps | |
| Criteria – 5 Dimension 1/6 | <ul style="list-style-type: none"> Show leadership that contributes to effective teaching and learning <p>Tataiako Criteria Wānanga – participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p> | i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively | <ul style="list-style-type: none"> Establish and maintain effective working relationships with colleagues Encourage others and participate in professional development Contribute to the life of the school | 6.1 To support and work co-operatively with colleagues 7.1 To contribute positively to the development and culture of the school | <ul style="list-style-type: none"> Make meaningful positive contributions to syndicate and staff meetings Support syndicate and school initiatives and decisions actively Share relevant knowledge with other professionals Participate in school wide activities | |

| 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 akonga | | | | | | |
|---|---|---|--|--|---|--------|
| | Criteria | Key Indicators | Professional Standard | Key Tasks | Action | A / NA |
| Criteria – 6 Dimension 1 | <ul style="list-style-type: none"> Conceptualise, plan and implement an appropriate learning programme <p>Tataiako Criteria Ako – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> | i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents | <ul style="list-style-type: none"> Are competent in the content relevant curriculum | 1.1 To be confident and knowledgeable about pedagogy and the curriculum framework 3.3 To establish clear expectations consistent with school guidelines | <ul style="list-style-type: none"> Ensure planning reflects school's programmes of learning Participate in collegial dialogue Articulate beliefs about teaching and your next steps. Promote an expectation of children doing their best through self and peer evaluation and specific teacher feedback Establish and maintain clear and consistent routines | |

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| Criteria – 7 Dimension 3, 4 | <ul style="list-style-type: none"> Promote a collaborative, inclusive and supportive learning environment <p>Tataiako Criteria Manaakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> | <p>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate akonga</p> <p>ii. foster trust, respect and cooperation with and among akonga</p> | <ul style="list-style-type: none"> Establish good relationships with students and respect their individual needs and cultural backgrounds Create an environment of respect and understanding Provide and maintain a purposeful working atmosphere Recognise and support diversity amongst individuals Engage students in learning Establish high expectations that value and promote learning | <p>4.1 To establish clear guidelines for student behaviour in line with the school’s behaviour management plan</p> <p>4.2 To use positive strategies in the management of student behaviour</p> <p>4.3 To develop a class learning environment where all individuals are valued and respected</p> <p>3.2 To promote students’ active involvement in planning, implementing and assessing their learning</p> | <ul style="list-style-type: none"> Establish and maintain a class behaviour management plan Make a positive effort to understand and appreciate individual needs and cultural backgrounds and incorporate into the classroom programme Model and promote appropriate interactions with all members of the school community Establish and maintain clear and consistent routines Uses a variety of approaches when planning and teaching Engage students in learning the necessary skills and create the environment that promotes student led and independent learning Promote an expectation of children doing their best through self and peer evaluation and specific teacher feedback | |
| Criteria – 8 Dimension 2 | <ul style="list-style-type: none"> Demonstrate in practice their knowledge and understanding of how akonga learn <p>Tataiako Criteria Ako – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> | <p>i. enable akonga to make connections between their prior experiences and learning and their current learning activities</p> <p>ii. provide opportunities for akonga to engage with, practise and apply new learning to different contexts</p> <p>iii. encourage akonga to take responsibility for their own learning and behaviour</p> <p>iv. assist akonga to think critically about information and ideas and to reflect on their learning</p> | <ul style="list-style-type: none"> Use appropriate teaching objectives, programmes, learning activities, and assessment Demonstrate a range of effective teaching techniques Demonstrate flexibility and responsiveness Impart subject content effectively Use appropriate technology and resources | <p>2.1 To recognise and cater for individual students needs and abilities</p> <p>2.2 To promote student – led learning</p> <p>2.3 To review and modify programme</p> <p>2.4 To use technology appropriately to enhance learning</p> <p>2.5 To provide opportunities for the effective use of a wide range of resources to promote meaningful learning</p> <p>2.6 To be personally reflective with a view to improvement as a teacher</p> | <ul style="list-style-type: none"> Use a variety of grouping i.e. individual, pairs, small group, whole class/mixed ability. Ensure that students know how to go about their learning and why Use formative assessment to plan programmes to meet individual needs and their next steps Promote child-centred learning and higher order thinking using approaches such as Inquiry, co-operative, thinking tools, (Blooms, de Bono, Habits of Mind). Identify and use relevant resources and technology within the school and beyond Participate in collegial dialogue and use current research to reflect and identify where you are at and your next steps | |

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| Criteria – 9 Dimension 1, 2, 4 | <ul style="list-style-type: none"> Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individual and groups of akonga <p>Tataiako Criteria Tangata Whenuatanga – affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed</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 akonga iii. modify teaching approaches to address the needs of individuals and groups of akonga | <ul style="list-style-type: none"> Establish good relationships with students and respect their individual needs and cultural backgrounds Provide feedback to students Engage students in learning Recognise and support diversity amongst individuals | <ul style="list-style-type: none"> 4.3 To develop a class learning environment where all individuals are valued and respected 5.2 To give information to students on their achievements 3.1 To be familiar with learning and teaching theories that cater for individual students needs 3.2 To promote students’ active involvement in planning, implementing and assessing their learning | <ul style="list-style-type: none"> Make a positive effort to understand needs and cultural backgrounds and incorporate into the classroom programme Provide ongoing and specific feedback to students Ensure that students know how to go about their learning and why Use a variety of grouping i.e. individual, pairs, small group, whole class/mixed ability Enable students to express their cultural identity in different contexts | |
| Criteria – 10 Dimension 2, 4 | <ul style="list-style-type: none"> Work effectively within the bicultural contexts of Aotearoa New Zealand <p>Tataiako Criteria Tangata Whenuatanga – affirms Māori learners as Māori – provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed</p> | <ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Maori me nga tikanga-a iwi in context ii. specifically and effectively address the educational aspirations of akonga Maori, displaying high expectations for their learning iii. encourage akonga to take responsibility for their own learning and behaviour iv. assist akonga to think critically about information and ideas and to reflect on their learning | <ul style="list-style-type: none"> Manage student behaviour positively Establish good relationships with students and respect their individual needs and cultural backgrounds Create an environment of respect and understanding Provide and maintain a purposeful working atmosphere | <ul style="list-style-type: none"> 4.3 To develop a class learning environment where all individuals are valued and respected 5.2 To give information to students on their achievements | <ul style="list-style-type: none"> Ensure that students know how to go about their learning and why Promote an expectation of children doing their best through self and peer evaluation and specific teacher feedback | |

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|---|---|---|---|---|--|--------|
| Criteria – 11 Dimension 2, 3, 5 | <ul style="list-style-type: none"> Analyse and appropriately use information which has been gathered formally and informally <p>Tataiako Criteria Wānanga – participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement</p> | <ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of akonga 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 whanau in the collection and use of information about the learning of akonga | <ul style="list-style-type: none"> Use appropriate teaching objectives, programmes, learning activities, and assessment Recognise and support diversity amongst individuals Provide feedback to students Communicate with families, whanau and caregivers | <ul style="list-style-type: none"> 2.1 To recognise and cater for individual students needs and abilities 2.5 To provide opportunities for the effective use of a wide range of resources to promote meaningful learning 3.1 To be familiar with learning and teaching theories that cater for individual students needs 3.2 To promote students’ active involvement in planning, implementing and assessing their learning 5.1 To maintain open communication with all members of school community 5.2 To give information to students on their achievements | <ul style="list-style-type: none"> Use a variety of grouping i.e. individual, pairs, small group, whole class/mixed ability Ensure that students know how to go about their learning and why Use a variety of approaches when planning and teaching Use formative assessment to plan programmes to meet individuals needs Provide opportunities for parent / family involvement in the learning partnership | |
| Criteria – 12 Dimension 2, 3, 5 | <ul style="list-style-type: none"> Use critical inquiry and problem-solving effectively in their professional practice <p>Tataiako Criteria Ako – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture. Wānanga – participates with learners and communities in robust dialogue for the benefit of Māori learners’ achievement</p> | <ul style="list-style-type: none"> i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from other 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 akonga | <ul style="list-style-type: none"> Recognise and support diversity amongst individuals Reflect on teaching with a view to improvement Develop professionally Demonstrate flexibility and responsiveness | <ul style="list-style-type: none"> 2.3 To review and modify programme 2.6 To be personally reflective with a view to improvement as a teacher 3.1 To be familiar with learning and teaching theories that cater for individual students needs 5.3 To share information and knowledge with colleagues on a regular basis | <ul style="list-style-type: none"> Participate in collegial dialogue Uses a variety of approaches when planning and teaching Articulate beliefs about teaching and your next steps | |

Sign: _____ Date: _____

Sign: _____ Date: _____

All relevant teaching professional standards have been assessed
Evidence has been provided to ensure compliance against the relevant teaching standards

Sign: _____ Date: _____