**TEACHING PRACTICE (EXAMPLE ONLY) –** This resource is an example only. It is intended as a guide to generate discussion and ideas. Your school may describe fewer and/or different practices than those below.

**Design for Learning:** Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.

**Elaboration of this standard**

* Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
* Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
* Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
* Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
* Design learning that is informed by national policies and priorities.

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| **In our school, the quality practices teachers will use that connect with this standard are:** | **This practice is:** | **The evidence we will use that demonstrates these quality practices includes:**  |
| **Optional/****Essential** | **New/****Established** |
| I will use a range of information to evaluate my teaching approaches to understand how effectively I am using individual, small group, and whole class activities and the teaching strategies I choose. Why? *So that* I am confident that the way I am teaching is effective for my ākonga. | Essential | Established | Self-reflection Journal Student feedback Learner achievement dataLesson and unit plans  |
| I will use evaluative feedback and my understanding of the curriculum to select and adapt my teaching approaches, including the types of resources I use.  Why? *So that* my teaching programme remains responsive to ākonga.   | Optional | New | Self-reflection Journal Collegial DiscussionsPlanning showing curriculum links, approaches and resources |
| I will discuss with my appraiser the learning and assessment activities I use *and why* I selected those activities. Why? *So that* I am clear enough to be able to articulate the purpose for the activities and assessments I have chosen.  | Essential | New | Appraisal discussion notesLearner achievement dataProfessional Discussion held with colleagues and management Staff Presentation about learning and assessment activities  |
| I will regularly and deliberately plan for formative and summative assessment activities that will provide the information we need to support student progress.   Why? So that assessment information is reliable and useful for identifying next steps and any other support that may be needed.    | Essential | Established | Lesson planningAssessment DataStudent Progress Charts Formative and Summative Data Sheets – Dated and Stored  |
| I will design and plan culturally responsive learning programmes that acknowledge, reflect and celebrate the local hapū and community. Why? *So that* my teaching acknowledges the special relevance of the local hapū and this importance is reflected within my classroom.   | Essential | Established | Whānau feedbackClassroom PlanningNotes of discussions held with local hapū and community  |
| I will work with my colleagues to incorporate rich contexts into our planning, that are culturally responsive and engaging for learners. Why? *So that* we develop a shared understanding of what “rich contexts” mean in our kura. | Essential | New | Syndicate/Pae discussion notesUnit Plans Student workMarau ā-kura |
| I will discuss with my learners what interests them, what they want to learn about and how. I will use this as the basis for my planning.  Why? So *that* my learners understand that my teaching programme is designed specifically for them.    | Essential | Established | Learner Feedback  |