**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 suggested below.

**Learning Focused Culture:** Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

**Elaborations of this standard**

* Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
* Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.



* Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
* Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.
* Create an environment where learners can be confident in their identities, languages, cultures and abilities.
* Develop an environment where the diversity and uniqueness of all learners are accepted and valued.
* Meet relevant regulatory, statutory and professional requirements.

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| **In our school, the quality practices leaders 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 participate in processes that lead to informed changes in school management practices and a positive school culture.   Why? *So that* our school is constantly demonstrating high expectations for learning and the uniqueness of all learners is accepted and valued. | Essential | Established | Learner achievement data  Staff meeting notes  Positive Behaviour for Learning plans |
| * I will set goals collaboratively with all staff and support capability in providing inclusive learning environments.   Why? So *that* staff not only foster trust, respect and co-operation within their classroom, but also across the entire school environment. | Essential | Established | Notes taken about changes made to the learning environment  Student and Kaiako voice |
| * I will facilitate kaiako discussions on promoting learning environments that are physically, socially, culturally and emotionally safe and follow-up on agreed actions as a result of those discussions.   Why? So *that* kaiako are supported with specific strategies to create safe learning environments. | Optional | New | Staff meeting notes  Management meeting notes  Recommendations to Board of Trustees |
| * I will understand and comply with relevant regulatory, statutory and professional requirements and report to the Board on our status in relation to meeting those requirements.   Why? So *that* staff, Board and the community are secure and safe with the knowledge that requirements are being met. | Essential | Established | Staff meeting notes  Reports to Board of Trustees |
| * I will involve others in developing a shared understanding of our current successes and challenges and discuss the changes needed, if required, to plan a way forward.   Why? So *that* all staff have input into the continuous development of a school environment where diversity and uniqueness is celebrated. | Essential | Established | Self- reflection journal  Critical friend feedback  Kaiako and whānau suggestions |