

# Design for Learning Leader Self-reflection

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 the 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 that 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.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Leading

1. How have you led the development and implementation of a localised curriculum?  
What have you learned by doing this?

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2. What have you done across the school to ensure that assessment information is used to inform planning and programme design? What differences have you noticed as a result?

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# Design for Learning

## Leader Self-reflection



3. How have you ensured that your actions as a leader align with national priorities and policies?

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### Enabling

4. How often have you sat alongside staff and talked about student needs, strengths, progress and the next steps in their learning? What differences have your discussions with staff made to their planning?

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5. How do you ensure that teachers have the knowledge they need (of the curriculum, pedagogy and their students) to design excellent teaching and learning programmes?

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### Role Modelling

6. What else do you do to guide teachers in designing programmes that meet the needs of students and your community?

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# Design for Learning

## Leader Self-reflection



### Next Steps

7. What would you like to focus on next to develop your leadership practice in relation to designing learning at your school? What will you do to achieve this?

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# Te Hoahoa Akoranga

## Te Huritao Whaiaro a te Kaihautū

Me hoahoa ngā mahi akoranga e ai ki te marautanga me te whai mōhiotanga ki ngā tikanga whakaako, ki ngā kōrero aromatawai, ā, me te mārama ki ngā pūmanawa, ki ngā hiahia, ki ngā matea, ki te tuakiri, ki te reo me te ahurea o ia ākonga.



### Te Roanga atu o te Paerewa

- Me whiriwhiri i ngā huarahi whakaako, i ngā rauemi, ā, me ngā mahi akoranga, aromatawai, i runga o te matatau ki ngā kaupapa marautanga, ki ngā tikanga whakaako, ki ngā taumata akoranga, ā, ki ngā ākonga hoki.
- Me kōhi, me tātari, ā, ka whakamahi i ngā kōrero aromatawai tōtika, hei tautuhi i te haere whakamua me ngā matea ako o ngā ākonga, kia mārama ai te whakahoahoa i ngā huarahi akoranga o muri iho, ā, hei tautuhi i ngā tūmomo tautoko me ngā whakarerekētanga rānei ka hiahiatia.
- Me hoahoa, ā, me whakamahere i ngā huarahi whai taunakitanga, ka mutu kei te hāngai tonu ki te ahurea, e kitea atu ai te hāpori ā-rohe me te hononga pātui i raro o Te Tiriti o Waitangi, i Aotearoa.
- Me whītiki i ngā taonga whai painga ka mauria mai e ngā ākonga mā te whakarato taiao ahurea e rata ai, e whai wāhi atu ai ngā ākonga ki ēnei.
- Me mōhio ki ngā kaupapa here me ngā kaupapa matua ā-motu.

Tō Ingoa: \_\_\_\_\_

Te Rā: \_\_\_\_\_

### Te Hautū, te Ārahi

1. Kua pēhea nei tō ārahi i te whanaketanga me te whakatinanatanga o tētahi marau ā-kura?  
He aha ngā mea kua ākona e koe i roto i ēnei mahi āu?

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2. He aha ō mahi, i te kura nui tonu, e mātua whakamahia ai ngā pārongo aromatawai hei tohu i te āhua o ngā mahi whakamahere, hoahoa hōtaka? He aha ngā rerekētanga kua hua ake?

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# Te Hoahoa Akoranga

## Te Huritao Whaiaro a te Kaihautū



3. Kua pēhea nei tō whai kia āta tautoko ō mahi hautū i ngā whāinga tōmua me ngā kaupapa-here ā-motu?

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### Te Tautāwhi



4. He pēhea nei te auau o tō noho tahi ki ō kaimahi ki te kōrero mō ngā hiahia o ngā ākonga, ō rātou kahanga, te koke haere, me ngā takahanga whai i muri mō te wāhi ki tā rātou ako? He aha ngā hua kua puta i ō matapakinga ki ngā kaimahi mō te wāhi ki ā rātou mahi whakamahere?

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5. He aha ō mahi e mātua whai ai ō kaiako i ngā mātauranga e tika ana (e pā ana ki te marautanga, ki ngā tikanga whakaako me ā rātou ākonga) e taea ai e rātou te whakatakoto hōtaka whakaako e kairangi ana?

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### Te Tū hei Taura



6. He aha atu anō ō mahi hei arataki i ngā kaiako ki te hoahoa hōtaka e mātua whakatutuki ana i ngā hiahia o ngā ākonga me tō koutou hapori?

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# Te Hoahoa Akoranga

## Te Huritao Whaiaro a te Kaihautū



### Ngā Kokenga ki Tua

7. He aha hei arotahinga māu ināianei hei whakapakari ake i ō mahi hautū e pā ana ki te hoahoa i ngā mahi ako i tō kura? Ka aha koe hei whakatinana i tēnei?

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