

Ponsonby Primary Staff Performance Development 2019



2019 Learning at Ponsonby Primary

All Learners at Ponsonby Primary are Pegasus Fliers.

Pegasus Fliers care and interact positively with their world. They are respectful and know what it means to be a successful learner

They challenge themselves to be the best they can be. They persevere. Pegasus Fliers are STEADFAST and TRUE. They strive to do their best and only bow down only to the very highest peaks. Our stories contribute to who we are. They show us that improvement is incremental and is part of any journey.

Overview of Performance Management System Requirements

All schools are required to have a performance management system in place for principals and teachers.

The purpose of this is to ensure that:

- The principal and individual teachers know what is expected of them and support is available to them to meet those expectations
- Their performance will be monitored and assessed, so that their skills can be further developed

All teachers at PPS work within the theoretical model of 'Teaching as Inquiry'.

The focus for Ponsonby Primary Staff is to develop individualised inquiry and knowledge-building cycles, (He hurihanga uiui, whakatupu mātauranga mō ngā aromihi) for appraisal linked in some part to school wide goals.

All teachers are required to meet the code of professional responsibility and the Standards of Teaching

The Values that underpin the teacher Council Code and our Standards.

They are there to define, inspire and guide us as teachers.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership. **MANAAKITANGA:** creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity. **PONO:** showing integrity by acting in ways that are fair, honest, ethical and just. **WHANAUNGATANGA:** engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

THE CODE OF PROFESSIONAL RESPONSIBILITY HAS BEEN DEVELOPED TO:

- *set out the high standards of ethical behaviour expected of all members of the teaching profession*
- *provide learners, their families and whānau, their communities and the public with trust and confidence in teachers and the profession*
- *honour teaching as a profession of high trust and integrity.*

Reference The New Zealand Teaching Council site for copies of the code and Standards.
<https://www.educationcouncil.org.nz/content/our-code-our-standards>

The Code



The Standards



The Standards aligned to our work.

Standards for the Teaching Profession	Professional standards (Primary)	Practising Teacher Criteria (PTC)
<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga • Communicate clearly and accurately in either, or both, of the official languages of New Zealand. 	<ul style="list-style-type: none"> • Demonstrate commitment to promoting the well-being of all ākonga • Promote a collaborative inclusive and supportive learning environment • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
<p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> • Communicate with families, whānau and caregivers • Share information with colleagues • Establish and maintain effective working relationships with colleagues • Keep informed of developments in curriculum and learning theory • Encourage others and participate in professional development • Contribute to the life of the school • Provide feedback to students • Reflect on teaching with a view to improvement. 	<ul style="list-style-type: none"> • Use critical inquiry and problem solving effectively in their professional practice • Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga • Demonstrate commitment to ongoing professional learning and development of personal professional practice • Show leadership that contributes to effective teaching and learning • Analyse and appropriately use assessment information which has been gathered formally and informally.
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> • Communicate with families, whānau and caregivers • Demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga • Share information with colleagues • Establish and maintain effective working relationships with colleagues • Establish good relationships with students and respect their individual needs and cultural backgrounds • Organise a safe physical environment • Demonstrate a range of effective teaching techniques • Demonstrate flexibility and responsiveness • Impart subject content effectively • Use appropriate technology and resources • Recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning. 	<ul style="list-style-type: none"> • Demonstrate commitment to bicultural partnership in Aotearoa New Zealand • Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga • Demonstrate commitment to promoting the well-being of all ākonga • Demonstrate in practice their knowledge and understanding of how ākonga learn • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Establish good relationships with students and respect their individual needs and cultural backgrounds • Organise a safe physical environment • Manage student behaviour positively • Create an environment of respect and understanding • Provide and maintain a purposeful working atmosphere • recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning. 	<ul style="list-style-type: none"> • Demonstrate commitment to promoting the well-being of all ākonga • Promote a collaborative inclusive and supportive learning environment • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga.
<p>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.</p>	<ul style="list-style-type: none"> • Keep informed of developments in curriculum and learning theory • Are competent in the content of relevant curriculum • Use appropriate teaching objectives, programmes, learning activities, and assessment • Use appropriate technology and resources • Recognise and support diversity amongst individuals and groups 	<ul style="list-style-type: none"> • Conceptualise, plan and implement an appropriate learning programme • Demonstrate in practice their knowledge and understanding of how ākonga learn • Work effectively within the bicultural context of Aotearoa New Zealand • Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice.
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Are competent in the content of relevant curriculum • 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 • Recognise and support diversity amongst individuals and groups • Engage students in learning • Establish high expectations that value and promote learning • Provide feedback to students • Reflect on teaching with a view to improvement • Communicate clearly and accurately in either, or both, of the official languages of New Zealand. 	<ul style="list-style-type: none"> • Conceptualise, plan and implement an appropriate learning programme • Demonstrate in practice their knowledge and understanding of how ākonga learn • Analyse and appropriately use assessment information which has been gathered formally and informally Use critical inquiry and problem solving effectively in their professional practice • Demonstrate commitment to ongoing professional learning and development of personal professional practice.

There are many aspects of the Standards we do and cover as a school. This is evidence as generic criteria as seen in the following table. Teachers then use our coaching and inquiry approach to annually target their development and learning. We have core drivers for all learners at Ponsonby Primary. We expect teachers to embrace the notion of teacher excellence.



Standards for the Teaching Profession(Our Standards)	Ponsonby Primary generic meeting of criteria
<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>2019- a continued focus on cultural inclusivity as outlined in the school Charter.</p> <p>Involvement in the Kāhui Ako O Waitematā with a focus on recognising our Maori identity and building staff oral and tikanga capacity.</p>
<p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>All staff develop their own inquiry through an appreciative inquiry lens - in 2019 with a focus on using data to inform and triangle coaching teams for feedback and further personal development.</p> <p>Staff commit to school wide professional learning goals as set out in the Annual Plan</p> <p>Staff identify areas to strengthen and in particular in 2019 will be supported to further develop student agency in their classrooms and strengthen their teaching of writing – in line with CoL achievement challenges.</p> <p>Leadership development programmes are open to all PPS staff. Senior leaders are encouraged to further their leadership skills through formalised approved for BOT funding study.</p> <p>PPS is an AFL focussed school and assessment for learning is the underpinning pedagogical approach. Our AFL coaches work alongside our triangle team coaches to enhance clarity/ relationships and clear learning expectations and outcomes.</p>
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>PPS teachers build strong interpersonal relationships with families- through Tweets/ Blogs, emails, reporting and 3 way learning conversations and conferences.</p> <p>The core values of the school are care /respect/ success and to do that effectively teachers have to demonstrate to SLT mentors their understanding of appropriate pedagogical approaches- Collaboration is a continued development in 2019 to support greater student agency school wide.</p> <p>Our school goal of cultural inclusivity is focussed through our school inquiries into how we can better know our world and make a difference.</p>

<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<p>Explicit through: Team planning Team collaboration Across school inquiry- T1.Science/T2.Matariki/T3. School show Shared learning experiences Faces to data assessment across school Recognising different cultural celebrations My time programme diversity Kapa haka /bands/ performing groups Sporting involvement and success</p>
<p>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.</p>	<p>There is a cross over here with professional learning as all staff carry out their termly personal inquiries.</p> <p>SLT members carry out a core attestation as to determining appropriate lesson planning and delivery to meet needs of all students in the teacher's classroom. Bi- cultural artifacts evident in every room.</p> <p>Fortnightly team meetings are focussed on whole teams and their learners. Assessment data is reviewed for cross grouping of Mathematics and to identify children for school wide interventions.</p>
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>All staff have clearly articulated learning plans</p> <p>All classes have defined timetables</p> <p>All teachers have anecdotal notes about their learners.</p> <p>Children's behaviour, academic and social capabilities are accessed by teachers to inform how learning is personalised or in many situations groupified (works for a groups with similar learning needs)</p>

All teachers are registered to practice. The school does not employ unregistered teachers. All teacher aides are under the direct supervision of a teacher or a programme devised and monitored by the school SENCO.

Each staff member has an AFL leader coach, triangle group and if year 1 or 2 teacher a PRT tutor teacher. All staff share their growth stories. SLT members attest to core capabilities around collaboration, use of data, student agency and 2019 and as a staff we continue to focus on improving writing and student agency and begin the review of teaching of mathematics.

The TG (Triangle Groups) timetable of coaching for 2019 aligns to the 6 TG groups and each TG group has a AFI lead coach. The Senior team work also in TG groups with Susan Robin and sanjay Rama.

Overview of meetings and Observations for 2019 Coaching

Term 1

Day 1 (Week 4th March) We will have relievers to cover classroom teachers

Date 4th March Monday	
Block 1 TG 1 Sarah,Hannah,Deb 9.00 - 10.30	Rachel (AFL lead only joins the group if required for advice and at share times)
Block 2 TG 2 Nicole,Sophie,Arran 10.30 - 11 then 11.30- 12.30	Francis (AFL lead)
Block 3 TG 3 James,Annie,Julia 12.30- 1pm 2pm - 3.00	Miriam (AFL lead)

Date 5th March Tuesday	
Block 1 TG 4 Matt,Verity, Christina 9.00 - 10.30	Susan (AFL lead)
_____ TG 6 Shewanthi,Lynda,Anna W (Sanjay will organise times to finish off observations) 10.30 - 11.00	Sanjay (AFL lead)
Block 2 TG 5 Kate,Kylie,Rhona 11.30 - 1.00	Anja (AFL lead)
Block 3 1.30 - 2.15 SLT TG feedback Sanjay,Rachel and Anja 2.15- 3.00 SLT TG feedback Anne,Miriam and Francis	
3.15: Staff Meeting Reflecting in your TG groups	All groups with AFL Lead sharing about observations

Week 9 Term 1

Date 1st April Monday	
Block 1 TG 1 Sarah,Hannah,Deb 9.00 - 10.30	Rachel (AFL lead only joins the group if required for advice and at share times)
Block 2 TG 2 Nicole,Sophie,Arran 10.30 - 11 then 11.30- 12.30	Francis (AFL lead)
Block 3 TG 3 James,Annie,Julia 12.30- 1pm 2pm - 3.00	Miriam (AFL lead)

Date 2nd April Tuesday	
Block 1 TG 4 Matt,Verity, Christina 9.00 - 10.30	Susan (AFL lead)
TG 6 Shewanthi,Lynda,Anna W (Sanjay will organise times to finish off observations) 10.30 - 11.00	Sanjay (AFL lead)
Block 2 TG 5 Kate,Kylie,Rhona 11.30 - 1.00	Anja (AFL lead)
Block 3 1.30 - 2.15 SLT TG feedback Sanjay,Rachel and Anja 2.15- 3.00 SLT TG feedback Anne,Miriam and Francis	
3.15: Staff Meeting Reflecting in your TG groups	All groups with AFL Lead sharing about observations

Term 2 ,2019

<u>Week 2 6th- 10th May</u> (CRT and Anne, Susan and Sanjay for any follow up observations)

Week 4 Term 2 21st May

Sharing Across Groups and starting new goals or modifying goals (Staff Meeting)

Week 5 Term 28 May

No staff meeting TG finalising goals

Week 9 Term 2

Date 24th June	
Block 1 TG 1 Sarah,Hannah,Deb 9.00 - 10.30	Rachel (AFL lead only joins the group if required for advice and at share times)
Block 2 TG 2 Nicole,Sophie,Arran 10.30 - 11 then 11.30- 12.30	Francis (AFL lead)
Block 3 TG 3 James,Annie,Julia 12.30- 1pm 2pm - 3.00	Miriam (AFL lead)

Date 25th June	
Block 1 TG 4 Matt,Verity, Christina 9.00 - 10.30	Susan (AFL lead)
TG 6 Shewanthi,Lynda,Anna W (Sanjay will organise times to finish off observations) 10.30 - 11.00	Sanjay (AFL lead)
Block 2 TG 5 Kate,Kylie,Rhona 11.30 - 1.00	Anja (AFL lead)
Block 3 1.30 - 2.15 SLT TG feedback Sanjay,Rachel and Anja 2.15- 3.00 SLT TG feedback Anne,Miriam and Francis	
3.15: Staff Meeting Reflecting in your TG groups	All groups with AFL Lead sharing about observations

Term 3

No further observations but use CRT to catch up if any further observations / tweaking of goals required or see Anne, Susan, Sanjay for some release.

Week 4 Term 3

Tuesday 6th August Staff meeting (Final sharing of goals and celebrating success around our goals) 2019 process of coaching TGs finish to allow for school show and Term 4 EOTc commitments.

TG groups

Group 1 Lead Rachel (Sarah, Hannah, Deb)

Group 2 Lead Francis (Arran, Sophie, Nicole)

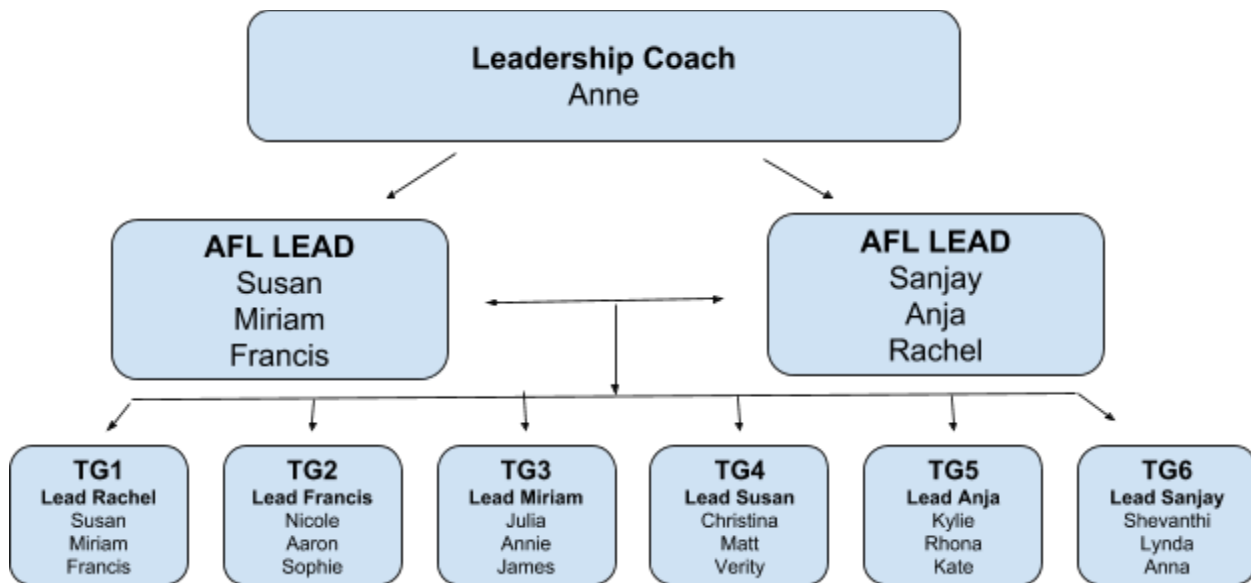
Group 3 Lead Miriam (James, Annie, Julia)

Group 4 Lead Susan (Matt, Christina, Verity)

Groups 5 Lead Anja (Kylie, Kate, Rhona) Note Rhona will be paid to be at the observation/coachee days)

Groups 6 Lead Sanjay (Shewanthi, Anna , Linda)

Diagrammatic representation



Attestation

Senior team leaders attest to all teaching staff by week 6 in term 2 and if any support or extra requirements noted a second iteration can be applied up to week 5 Term 3. This signed document goes into staff personal files.

Attestation form for personal file.

Name of staff member being attested to.....

Name of senior staff member attesting.....

Date of attestation being submitted to Principal.....

Observable aspects of teacher practice. Discussed with staff member.

Areas of practice

Professional Knowledge

Shows understanding and application of NZ Curriculum

Understands and applies school assessment requirements and practices

Teaching techniques

Planning and preparation

Use of appropriate resources

Assessment reporting

Teaching and learning strategies

Student motivation and challenge

Classroom management

Communication- students, staff and whanau

Community involvement

Collegial support

Evidenced by:-

Team planning contribution

Learning plans

Anecdotal notes about children

Assessment data referenced and used to inform

Use of e-learning

Positive relationships evidenced

Challenge evident in class work

Faces to the data

Classroom physical environment reflects learning

Children can articulate how they learn and where they are with their learning.

Parents are kept informed

Colleagues value wider involvement of staff member

Reflective practitioner

Linked to this are the PDP talk

throughs 1 per term 1 and 2

AFL work in TGS- a willingness to develop skills and knowledge

Senior leader comments

This teacher meets the teaching and learning standards of a teacher:

PRT

Fully registered

ACET

I am confident I have observed enough evidence of practice to validate this positive attestation.

Signed

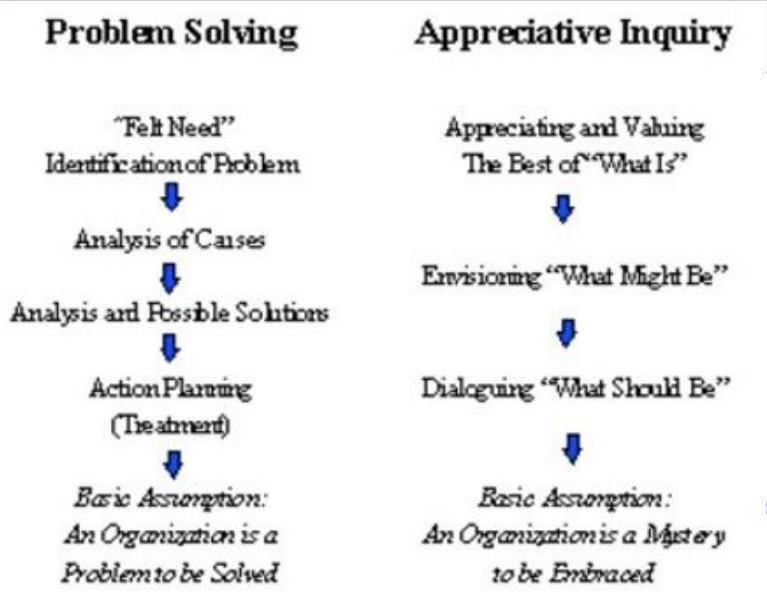
Name

Any written comments related to possible future development needs or current success.

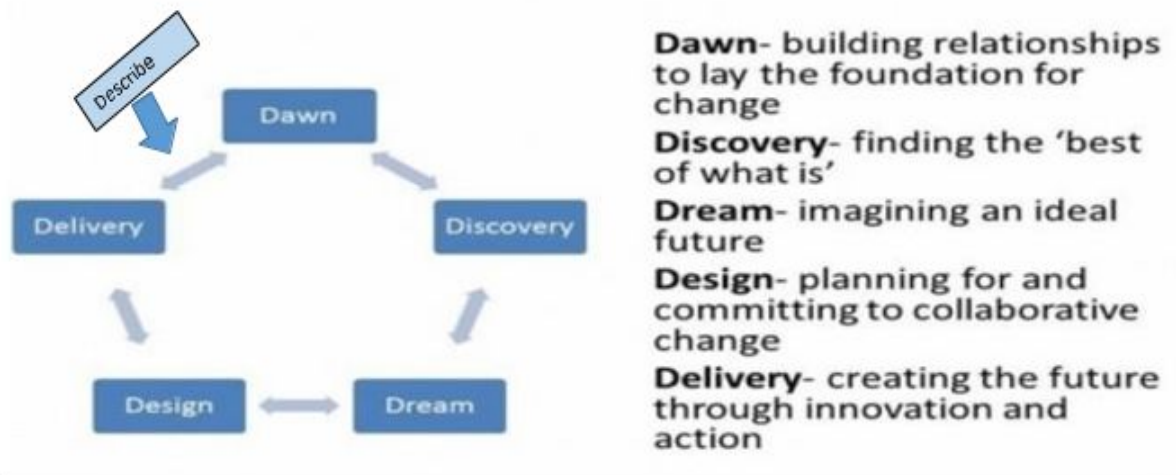
This is about competency attestation whereas our appreciative inquiry is about personal professional growth.

Understanding appreciative inquiry

APPRECIATIVE INQUIRY USING STORYING METHODOLOGY



6 phases of Appreciative Inquiry



Story 1 for us all to start 2019

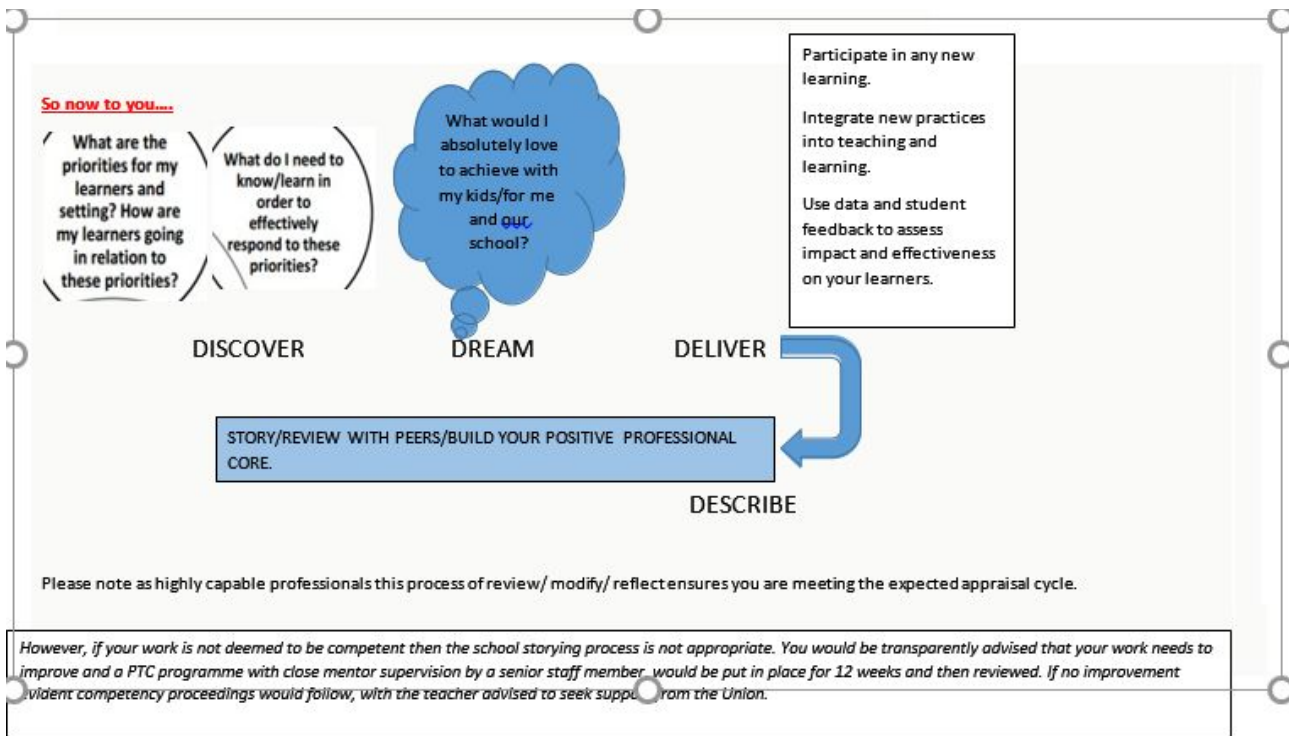
If I take a professional approach to my occupation, then I take a professional approach to who I am in a classroom. I discover things about my teaching; I dream what I want to be like as a teacher. I design systems and programmes to support my dreams and at all times I try to grow my skills and deliver high quality teaching, at all times using accurate data to inform my thinking. I am there to enable all of the learners that I teach to learn. I know that, on average, they should at least all learn in one year what other learners would learn in the same period of time. I want to consider the impact I have on my learners I have a responsibility to ensure that. Some will do better than that and some will not. But I take that responsibility seriously, I monitor their attendance, their engagement, their motivation and

their progress very carefully. I talk with them about their engagement and progress and about what I can do to support their learning and progress. I talk with them, and enable them to learn, about how they can learn better – how they can become even more active, powerful learners. I access James Graham to support better understanding student agency in my class at my level.

I am conscious of what I am to teach – I am trained and expected to enable all of my learners to learn the appropriate curriculum – all of it, not just the bits I enjoy or feel more comfortable with. I ensure that I have the curriculum knowledge to be able to extend the most able of my students in all subjects. I may have had to undertake some additional learning,to be able to do this. I am conscious of the community within which I teach, the community that I serve by teaching their children. I am conscious of my school or centre and the goals and targets for improvement that we, collectively, have set. I am conscious of my role in assisting the achievement of these goals and targets. I know what these mean in terms of which learners in my class (es) or setting need to show accelerated progress for children who are struggling to reach expected learning levels and a broad curriculum for those who are well within or above. I need to show powerful learning in other parts of the curriculum with a focus on building inquiry and personal student capability. The learners also know. I take responsibility for ensuring that I learn what I need to learn in order to best ensure that my learners to reach their goals. I take seriously the reality that I am part of a team and that I need to be ready to support my colleagues and leaders in what they need to learn in order for them to perform their roles better. I work with my colleagues to shape and refine a picture of what 'good' teaching looks like that maps against our country-wide description of what professional teaching looks like - I understand that my teaching practice must be visible to my colleagues and discussable. I would not want it any other way. I recognise that I cannot do all the above if an evaluative perspective is not at the base of all I do. I need to be constantly reassessing what my picture of 'good' teaching and learning looks like. As part of my daily teaching I am thinking about well I actually understand the curriculum, how well I am teaching, how well learners are progressing. If I am really doing these things, I will be able over time, to compare my picture of 'good' teaching and learning with my picture of 'what is' in my daily practice so that I can detect ways in which I might improve. I wonder, I inquire, and as to what I can do to teach better.

Because I look closely at what I do appraisal is a natural, ongoing, indicator of my professionalism. I evidence my learners' progress, their self-regulation and powerful learning, and of my own practices through my termly stories, which I can choose to write/speak/ present/ put to music or art. This is my first story that set the scene for 2019.

I believe based on past appraisal or the skills I am now learning, that my practice is competent and that I meet the criteria for PTC. I am self-evaluative, and take responsibility for what I do. This year I am deciding on challenging, interesting improvement ideas that reflect an appreciative inquiry model as a way of gathering evidence.



Term 4 all teaching staff meet with DP or principal for an appraisal review .

Teachers choose how they present their evidence- visual/ written/ video. The termly sharing needs to identify the next term goals. The storying happens in terms 1 -3. Then an overview with Principal or designated DP in term 4.

<p>Reference to Educational Council criteria https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf</p> <p>Professionalism Teaching Design for learning</p> <p>Support for and co-operation with colleagues Contribution to wider school activities</p>	<p>Evidenced through/by SHARING STORY or annotated notes in blog or journalised format that reflects personal inquiry goals. The storying methodology is based on appreciative inquiry. Each term time is set aside in the professional development schedule to write and share.</p> <p>You can use in story as appendices: This document's indicators and any of the following</p> <ul style="list-style-type: none"> • Senior staff attestations • Data analysis • Identified team planning contribution • AFL observations/modelling/feedback • PDP observations of effectiveness • Triangle team review • Actual teacher learning plans • Anecdotal notes about children and grouping • Assessment data collected and analysed for grouping • Using technology to support learning • Positive relationships with students • Challenge evident in classroom work • Student behaviour meets school-wide expectations • Classroom physical environment promotes quality work and challenge • Children can talk about their levels of achievement and next learning steps • Parents informed through home information/ email trees/ reporting • Colleagues value team involvement • Attends wider school activities as required. • Self-assessment
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Appraisal Annual Summary Report

Date:

Appraisee:	
Appraiser:	

List of evidence verified by appraiser

These aspects are independently verified as being completed during the appraisal period (keep files accessible for review)

Term 1 story	Goals met	Evidence identified
Term 2 Story		
Term 3 story		

General Review - *appraisee to complete*

Aspects of the year identified that showed high level of satisfaction- taken from stories

Aspects of the year that need further work and development

Summary of achievement of professional responsibilities -

appraisee/appraiser to complete after discussion - Related to the Responsibilities and Practising

Teacher Criteria

Tātaiako/PTC	Comments (Any actions under heading identified as high Impact on learners)	Next steps 2018 (for teaching and learning)
Whanaungatanga (PTC 1)		
Ako (PTC 4,6,8,and 12)		
Tangata Whenuatanga (PTC 3,9 and 10)		
Manaakitanga (PTC 2, 7)		
Wānanga (PTC 5, 11 and 12)		

Meets competent teacher requirement.

Signed Principal

Signed Teacher

Date

<p>PPS review of indicators applicable to Ponsonby Primary School. Whanaungatanga Relationships and High Expectations</p>	C1 only
<p>Ako Learning and the learner Practice in the classroom</p>	C4/C6/C8 & C12

and beyond the classroom for teachers and students	
<p>Manaakitanga Values, integrity, sincerity, trust, equity</p>	C2/C7
<p>Tangata Whenuatanga Place- based, socio cultural awareness and knowledge. Building cultural capital.</p>	C3/C9/C10
<p>Wananga Leadership, assessment, communication, problem solving and innovation. A formative view of individual students</p>	C5/C11/C12

Tatajako

PTC

List of possible school indicators

2019 Key school teacher learning goals

<p>AKO Learning and the learner Practice in the classroom and beyond the classroom for teachers and students</p>	<p>C4 Demonstrate commitment to on-going professional learning and development of personal professional practice</p>	<p>Teacher only days SpEd development meetings Courses for personal interest Maths symposium/ Social Studies. Teachers record any attended conferences sped reflections around meeting expectations Conferences where budgeted for. Formal report to Board from any conference attended. Results from academic funded study reported. Professional groups (sp twitter/blogs) identified Comments/ video clips especially around any support from colleagues. Listed professional readings</p>	<p>The highlights link directly to school wide goals/data</p> <p>Develop personal coaching skills through school wide development sessions Increase cultural inclusivity knowledge through sch learning programme devel TOD Further interrogate data to my teaching/leading- sp er use c Use team meetings to look at needs sp sp sp c Charter target children. Other evidence</p>
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Totiake	PTC	List of possible school indicators To consider using in stories	2019 Key school teacher learning goals The highlights link directly to school wide goals/data
Whanaungatanga Relationships and High Expectations	C1 Establish and maintain effective professional relationships focused on the learning and well-being of all ākonga.	Accessing SENCO and external support when needed. Knowing the children in your class/team who are on the intervention register. At the end of year there should be no surprises around children and their learning. A family partnership evidenced. Regular communications with family & colleagues e.g. home information sheets/emails/cards/ letters (Samples kept to show level of effectiveness) effectiveness walk through reviews and constructive feedback provided. Recognition of family being a key value of the staff and school	Team meetings reference target children Review of [link]
	C2 Demonstrate commitment to promote the wellbeing of all ākonga.	Recommendations to SENCO and EHAS leaders with data to support identification. PDP effectiveness walk through to [link] Personby WOW of learning. Pastoral care evidence on [link] (SMS). Knowing students- up to date [link] [link] /Use of intervention identification and knowledge of groups for Thursday MYTIME programme Systems in place and evidenced	Emails to parents as a group and individually Feedback on classroom use of student voice AFL and PDP Greater use of [link] for monitoring needs and incidents in playground Close monitoring by team of [link] Involvement [link] Changing classroom environments that reflect programme-2017 a snap shot in classrooms of the Positive behaviour matrix

		(anecdotal notes/lists) in the classroom. Records and reflections aimed at ensuring well-being- Children [link] [link] / Pegasus bus stop.	
		Children are using technology to support learning. Staff use feedback from parents and other staff and their students to improve relationships and student self-awareness/well-being. Classroom environments reflect the focus on quality learning and formative feedback.	

Totiake	PTC	List of possible school indicators To consider using in stories	2019 Key school teacher learning goals The highlights link directly to school wide goals/data
Manaakitanga (Cont.) Values, integrity, sincerity, trust, equity	C7 Promote a collaborative, supportive and effective learning environment	Cross grouping for maths ([link] /Kowhai) to, [link] grouping and meet specific needs. Classroom displays / Using different learning spaces / areas around the room- Planning (weekly/daily) [link] the pedagogy of NZC and formative feedback Plans are flexible open to co construction. Key competencies [link] to include children's voice Modelling / discussions and vocabulary displayed Sharing practice in QIC / Meetings All stakeholders can identify next learning steps that are individualised	Teachers provide children with constructive feedback & feed forward information which is explicit enough for children to act on. The real focus on building each child's metacognitive capabilities Teachers all learning the [link] coaching [link]
		Goal setting personalised Physical environment of the spaces for Paired learning/ Quiet learning / Whole group [link] meetings / classroom discussions / pastoral care Awards assemblies reporting / 3 way conferences Walk through observations and feedback by PDP	Children and teachers using an appreciative inquiry approach [link] , choose the appropriate tool for the task (the tools are available [link] , computers / art supplies / construction equipment, video, oral presentation [link] .

		<p>C.10 Work effectively within the bicultural context of Aotearoa New Zealand</p>	<p>Kapa Au flip charts used. Teacher and children learn their karanga. Tea Karo woven into PE. Tea books and work sheets available/Use of Tea - Tea from TKD www.tk.org.nz. Wall displays and posters to recognise cultural diversity.</p>	<p>Kapa Haka for all Maori at all levels. Anthem sung in Maori. Whole school can carry out a karanga. All year 5 and 6 confident with karanga. Greetings in assembly use a range of welcomes but focus on Maori.</p>
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Totoiaho	PTC	List of possible school indicators To consider using in stories	2019 Key school teacher learning goals The highlights link directly to school wide goals/data
<p>Wananga Leadership, assessment, communication, problem solving and innovation. A formative view of individual students.</p>	<p>C.5 Show leadership that contributes to</p>	<p>Documented feedback and forward- using school conscious feedback theory of action. Tracking personal PD around leadership. Leading whānau record of involvement. Implementation of programming, budgets, resources, modeling teaching and learning from teacher experts. Whānau programmes through approach whānau inquiry learning, observations, peer feedback, parent feedback, surveys</p>	<p>Curriculum leadership established with job descriptions out lined - with new leaders these will evolve in term 1 2019. Leaders lead meetings on their identified curriculum areas. Leaders mentor other teachers as per skill/ all whānau learning the language of coaching. Leaders assume role of guiding planning in specific area of interest / knowledge</p>

Totoiaho	PTC	List of possible school indicators To consider using in stories	2019 Key school teacher learning goals The highlights link directly to school wide goals/data
<p>Whenuatanga Place-based, socio-cultural awareness and knowledge. Building cultural capital</p>	<p>C.3 Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p>	<p>By Year 6 students can articulate the importance of the Treaty of Waitangi. Maori focus is recorded in planning. EOTC with Marae focus & visit in Year 5. Vocabulary pronounced correctly by staff. Resources available. Robust programme appropriate to age to include Kapa Haka and whānau school focus. On-going monitoring of Maori students.</p>	<p>Classroom evidences respect for bi-culturalism with greetings and signs. Cultural inclusiveness becomes more visible in the learning and classroom whānau.</p>
	<p>C.9 Respond effectively to the diverse language and cultural experiences and the varied strengths, interests and needs of individuals and groups of whānau.</p>	<p>Bi-annual hui for families to inform class/school practices. School based cultural leaders identified /recognised. Recognition of cultural events whānau, Diwali, Chinese New Year. Whānau. Greetings evidenced from other parts of the world. Mandarin and Maori taught. SLT team inform teaching teams of ethnic data trends. Teachers show value for whānau student's cultural festivals and specific food or cultural rituals.</p>	<p>School celebrates cultural celebrations especially when relevant to their class/ team</p>

	C.10 Work effectively within the bicultural context of Aotearoa New Zealand	<p>Kapa Au flip charts used. Teacher and children learn their karanga.</p> <p>Tea Kari woven into PE.</p> <p>Tea books and work sheets available/Use of Tea from TKI www.tki.org.nz. Wall displays and posters to recognise cultural diversity.</p>	<p>Kapa Haka for all Maori at all levels. Anthem sung in Maori. Whole school can carry out a karanga.</p> <p>All year 5 and 6 confident with karanga. Greetings in assembly use a range of welcomes but focus on Maori.</p>
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Tea	PTC	List of possible school indicators To consider using in stories	2019 Key school teacher learning goals The highlights link directly to school wide goals/data
Wananga Leadership, assessment, communication, problem solving and innovation. A formative view of individual students.	C.5.Show leadership that contributes to	<p>Documented feedback and forward- using school conscious feedback theory of action. Tracking personal PD around leadership</p> <p>Leading teaching record of involvement implementation of programming, budgets, resources, modelling teaching and learning from teacher experts</p> <p>teaching programmes through approach teaching inquiry learning, observations, peer feedback, parent feedback, surveys</p>	<p>Curriculum leadership established with job descriptions outlined- with new leaders these will evolve in term 1 2019</p> <p>Leaders lead meetings on their identified curriculum areas</p> <p>Leaders mentor other teachers as per skilful teaching learning the language of coaching</p> <p>Leaders assume role of guiding planning in specific area of interest / knowledge</p>

	effective teaching and learning	<p>Mentoring in the PCT development process</p> <p>Supporting and guiding student teachers</p> <p>Lead Staff meetings, QLCs and PLCs in staffroom</p> <p>Feedback / feed forward through formal and informal observations</p>	<p>Grow our own leader capability using skill of our learning community</p>
	C11 Analyse and appropriately use assessment information, which has been gathered formally and informally	<p>School wide SMS (teaching / ETAP) used to formulate information needed or teaching learning- to inform next steps.</p> <p>Form OTI's and record progress based on formal and informal assessment data as set out in school assessment direction document.</p> <p>Annotations on assessments & analysis of results - E-teaching - teaching / IAM / GLOSS, - Probe/ PM - SEA (5/6 checks).</p> <p>School wide assessment files and folders.</p> <p>Maths tracking sheets</p> <p>teaching by parents eg books or samples used at student led conversations</p> <p>teaching tracking progress.</p>	<p>3 way conference, & learning conversation & 2 written school reports annually.</p> <p>Putting data in SMS in a timely way.</p> <p>Reporting against National Standards.</p> <p>Curriculum comments</p> <p>Comparing data for progress over time- trends in data A school wide process.</p> <p>Student portal and blogs or tweets to involve family in learning</p>
			Teacher set 2 goals termly to use in story inquiry of



	<p>C12 Use critical inquiry and problem solving effectively in their professional practice</p>	<p>Use critical inquiry and problem-solving effectively in their professional practice. التحليل النقدي Learning Talk Model: التحليل النقدي-The talk becomes increasingly focused on improving teacher practice and students learning. As teachers progress upward from the bottom of the model they determine how their inquiry and sharing can improve both teaching and learning outcomes. Teacher to reflectively consider themselves against PTC criteria and seek personal improvement.</p>	<p>practice. Systematically and critically engage with evidence and professional literature to reflect on and refine practice</p>
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