**TAU TUATAHI** - HWA | I&M FOCUS OVERVIEW *(TAUIRA)* Note this is usually completed as it is co-constructed

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| **Wiki** | **HWA | I&M Focus****Wāhanga 1** | **HWA | I&M Focus****Wāhanga 2** | **HWA | I&M Focus****Wāhanga 3** | **HWA | I&M Focus****Wāhanga 4** |
| **1** | Management Skills and Practices * Classroom set up and organisation
* Establishing routines
* Managing and organising groups
 | Management Skills and Practices * School Environment
* School Expectations of Beginning Teachers
 | Management Skills and Practices * Unpack language learning progressions
 | Management Skills and Practices * School Expectations (Review T2 notes)
 |
| **2** | Leadership and Management       * Behaviour management
 | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 |  Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 |
| **3** | Curriculum Knowledge and Understanding Ā-Waha / Oral Language * Daily oral language opportunities
* Effective junior oral language
 | Curriculum Knowledge and Understanding Tuhituhi / Writing * Writing skills
* Balanced writing lesson
* Effective junior classroom writing
 | Curriculum Knowledge and Understanding  Te Reo Māori  * Te Tiriti o Waitangi Partnerships
* Te Reo Māori activities and resources
 | Curriculum Knowledge and Understanding  Hauora / Health and Wellbeing  * Managing emotions and mindfuleness
* Unpacking concepts of total health and wellbeing of spirit, mind, body, heat and whānau
* How am I developing this in my classroom?
 |
| **4** | Induction * Dress/Hours/Attendance
* Conduct
* Leave Forms etc.
 | Induction * SMS system
* Entering student data
 | Induction * BoT Structure
* Novopay procedures
 | Induction * Completing all assessment requirements
 |
| **5** | Leadership and Management  * Unpacking the codes and standards,
* Setting professional goals
 | Leadership and Management  * Coping with the challenges of the job
 |  Leadership and Management  * Collecting evidence and documentation in a ‘work smart’ way
 | Leadership and Management       * Review how we are coping with the challenges of the job (see notes from T2 meetings)
 |
| **6** | Curriculum Knowledge and Understanding  Pānui / Reading  * Reading skills
* Balanced reading lesson
* Effective junior reading programme
 | Curriculum Knowledge and Understanding Pāngarau / Mathematics * Mathematical skills
* Balanced math’s lesson
* Rich junior math’s programme
 | Curriculum Knowledge and Understanding  Toi Ataata / The Arts * Arts skills
* Guielines for organising arts activities
* Effective junior arts
 | Curriculum Knowledge and Understanding * Student’s thinking, questioning and inquiry skills.
* Modelling thinks aloud / graphic organisers
 |
| **7** | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT|PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 |
| **8** | Induction Staying Safe * Personal information, valuables, staying late after school, being alone with students, discussing personal life with students

   | Induction * Report Writing – Mid-Year
* Gathering information and data
 | Induction * Parent Interviews
* How to gather the information needed
* How to feedback to whānau
 | Induction * Report Writing – End of Year
* Gathering information and data
 |
| **9** | Professional Relationships * Teacher/Student relationships – do students feel valued and respected?
* Developing connected, positive relationships with students
* Is interaction with whānau appropriate?
 | Feed-back to Students  * How much feedback are students receiving in written and verbal form?
* Is it constructive and provide for next steps?
 | Feedback to Students / Reporting to Whānau  * Do students feel valued and respected?
* Does feedback make a difference?
 | Professional Relationships * Reflection of relationships with other staff and management
 |
| **10** | Assessment Practices and Processes * Taking Running Records
* Language samples and recording results
 | Assessment Practices and Processes * What assessment practices are needed?
* Develop an assessment schedule to inform practice
 | Assessment Practices and Processes * Language samples and moderation (internal)
 | End of Year Review  * What have we learnt from this year?
* What would we change for next year?
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**TAU TUARUA** - HWA | I&M FOCUS OVERVIEW (*TAUIRA)*Note this is usually completed as it is co-constructed

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| --- | --- | --- | --- | --- |
| **Wiki** | **HWA | I&M Focus****Wāhanga 1** | **HWA | I&M Focus****Wāhanga 2** | **HWA | I&M Focus****Wāhanga 3** | **HWA | I&M Focus****Wāhanga 4** |
| **1** | Management Skills and Practices * Reflecting on classroom/learning environments, management and organisation
 | Management Skills and Practices * School expectations of a Year 2
* Has my philosophy changed and why?
 | Management Skills and Practices * Consistency, relationships, being prepared and dealing with issues in a timely manner
 | Management Skills and Practices * Critical factors that impact on student behavior and management
* Inclusive environment
 |
| **2** | Curriculum Knowledge and Understanding Pūtaiao / Science  * Looking at Te Taiao to develop early inquiry, questioning and thinking skills
 | Curriculum Knowledge and Understanding Ngā Hītori / NZ Histories * Unpacking the new curriculum
* How have events and influences shaped our society
 | Curriculum Knowledge and Understanding  Te Reo Māori  * Review Te Reo Māori activities, resources, and use
 | Curriculum Knowledge and Understanding  KT | PCT or Poutautoko | Mentor identify and choose * Curriculum area that needs to be strengthened
 |
| **3** | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 |
| **4** | Leadership and Management       * Reflecting on the expectations of Beginning Kaiako
 | Leadership and Management  * How is respect shown for decisions made with other staff?
 | Leadership and Management  * Reflect on classroom / learning culture
* What does student efficacy look like?
 | Leadership and Management       * Review Coping with the challenges of the job?
* Wellbeing self survey – has it changed from last year?
 |
| **5** | Induction * School policies/procedures around Child Protection
 | Induction * Health and Safety Forms e.g., RAMs
 | Induction * Emergency Procedures
* School violence
 | Induction * Career Development Plan
 |
| **6** | Curriculum Knowledge and Understanding  Tikanga- ā-Iwi / Social Sciences  * Developing understanding of their own identity by looking at other people,
 | Curriculum Knowledge and Understanding Digital Technology  * Cyber Safety, management tips, integrating digital technology across curriculum
 | Curriculum Knowledge and Understanding  Te Ao Haka  * Te Mahi a Te Rehia as a lead into Te Ao Haka
 | Curriculum Knowledge and Understanding  KT | PCT or Poutautoko | Mentor identify and choose Curriculum area that needs to be strengthened  |
| **7** | Professional Relationships * Is there a productive and conducive way of working with the leadership team?
 | Professional Relationships * Having difficult conversations with other kaiako
* Managing angry and upset parents
 | Feedback to Students / Reporting to Whānau  * Is feedback still consistent
* Do whānau feel valued and have input
 | Assessment Practices and Processes Report writing (summative assessments)  |
| **8** | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor

Kaiako | Teacher (colleague)  | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 | Teaching Observation (TBD)  * KT | PCT
* Poutautoko | Mentor
* Kaiako | Teacher (colleague)
 |
| **9** | Induction  * Student records
* Enrollment/withdrawal processes
 | Induction * Report Writing – Mid-Year
* Gathering information and data
 | Induction * Importance of good evidence to support good practice
 | Induction * Report Writing – End of Year
* Gathering information and data
 |
| **10** | Assessment Practices and Processes * Are assessment practices consistent?
* Are they making a difference to teaching and learning?
 | Assessment Practices and Processes * Thinking/questioning toolkit that can be used to create a thinking/questioning culture.
 | Assessment Practices and Processes * Moderation (External)
 | Teaching Practice Review * Complete HWA | I&M folder and gather all evidence
* Full certification process  (Tīwhikete Tūturu)\_
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