**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, that enable them to be active participants in the process of learning, and in 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 is accepted and valued.
* Meet relevant regulatory, statutory and professional requirements.

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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 discuss with my ākonga ways that will make their learning more effective and why. We will set learning goals together.

Why? So *that*they are active participants in the process of learning and share responsibility for their learning*.*   | Essential | Established | Ākonga feedbackLearner achievement dataPlanning will demonstrate the feedback received  |
| * I will facilitate a discussion at the start of the year with my ākonga. and invite suggestions on the “ground rules” for our class. I will share these with whānau. We will agree to revisit these each term, and at any time there is an issue of trust, respect, or cooperation.

Why? So *that* students can define the type of classroom environment that best supports their learning.   | New | New | Whānau hui and minutesĀkonga feedbackStaff meeting notesRecommendations to Management (Written) |
| * I will seek input from my colleagues to make sure that the learning programme I have set up is developmentally appropriate, particularly for our priority learners.

Why? So *that* my learning environment is constantly being updated and changed to accommodate the learning needs of all.    | Optional | New | Collegial discussionsAnecdotal notes on learning program |
| * I will talk with, and seek feedback from, learners on a regular basis to ensure that they feel SAFE and CONFIDENT in my class and will make changes accordingly.

Why? *So that* I am actively responding to my learners’ rights to feel safe in my class and *so that*I understand what else I could do to grow confidence in those ākonga who need more support.    | Essential | Established | Ākonga feedback and discussions |
| * Together with my ākonga, I will identify specific initiatives for our class which value diversity and uniqueness. This will be a key focus of a Hauora programme this year.

Why? *So that* we set an environment for the year that appreciates the things that are unique about each ākonga, and *so that* diversity is a strength in our classroom.  | Optional | New | Self- reflection journalCritical friend feedback  |
| * I will discuss with my colleagues and tumuaki the relevant, regulatory and statutory requirements for supporting the well-being of learners.

Why? So *that*I am able to meet the relevant regulatory, statutory and professional requirements required of me as a teacher.  | Essential | Established | Professional discussion held with colleagues and management  |
| * I will create an environment highlighting that diversity in the classroom is not only accepted but more importantly valued.

Why? So *that* differences are accepted and valued in our class environment supports both ākonga and I to learn and share effectively.  | Essential | Established | Lesson planningPhotographs of classroom environment changesĀkonga feedback  |