**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.

**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.

**Elaboration of this 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 which 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.

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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 share and discuss with staff the changes in the national polices and priorities.  Why? So *that*staff are confident in the knowledge that as a school we are up to date with any new initiatives and that we have considered what those priorities mean for us. | Essential | Established | | Staff Meeting Notes  BoT Discussions  Recommendations to BoT for changes to policies where necessary. |
| I will lead the review of our marau ā-kura with the kura community (kaiako, ākonga, BoT, whānau).  Why? *So that* our teaching programmes are relevant and responsive to our community. | Optional | New | | Review documentation  Marau ā-kura  Whānau input and discussions  Recommendations based on whānau feedback |
| I will meet with kaiako each term to discuss student progress and next steps.  Why? *So that* I can support kaiako with analysing the data and monitor progress against our student targets. | Essential | Established | | Staff Meeting Notes  Analysis of Student Progress – Termly  Achievement data in SMS database – Each Term |
| I will work with kaiako to identify a set of teaching and learning strategies that all kaiako will use across the kura. Together we will plan the use of those strategies and a progression of student learning strategies.  Why? *So that* we are supporting ākonga to be good learners who have a range of strategies they can use to help their learning. | Optional | New | | Staff pānui highlighting agreed strategies.  Teacher Planning  PLD  Marau ā-kura  Literacy and Numeracy Plans |
| I will set a call back day at the start of the year where kaiako will collaboratively plan. I will also diarise termly planning meetings into our school calendar.  Why? *So that* we have programmes that are connected. | Essential | New | | Annual Staff Planner  Term ‘To Do’ List |