**QUALITY 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. This example has a focus on **teacher inquiry**.

**Professional Learning:** Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

**Elaboration of this standard**

* Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
* Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
* Engage in professional learning and adaptively apply this learning in practice.

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| **In our school, the quality practices teachers will use in their inquiry 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 identify an inquiry focus and question based on student achievement data and my professional observations of student learning behaviours. *What I notice.*   *Why? So that* the focus is on the needs of students. | Essential | Established | Analysed student baseline data. |
| * I will carry out research (internet, professional reading, gathering student data etc.) about my inquiry focus and my inquiry question. *What I need to learn.*   *Why? So that* I can grow my understanding about the issue and any strategies I implement are evidence-based. | Essential | Established | Research articles and analysis  Participating in discussions on new strategies. |
| * I will talk to teachers in my COL/Kāhui Ako about my inquiry focus and seek their support/suggestions/ideas. *What I need to learn.*   *Why? So that* I can learn from my peers and engage in professional discussions about what works best for students in our context. | Essential | New | Notes from hui |
| * I will ensure my PLD plan is focussed on the things I need to learn in relation to my inquiry. *What I need to learn.*   *Why? So that* my inquiry is linked to my PLD and appraisal. | Essential | Established | PLD Plan showing links to inquiry and types of learning that can inform my appraisal discussion.  Appraisal notes/portfolio/discussion.  Appraiser feedback. |
| * I will review my current practices to take into account my new learning. *What I will try.*   *Why? So that* I embed my new learning into my practice. | Essential | Established | Before and after pictures of my classroom.  Lesson planning.  Feedback/reflections from students on changes. |
| * I will look at how my planning caters for my target students and make any necessary changes. *What I will try.*   Why? So that I consciously given consideration to my target students. | Essential | Established | Examples of new planning |
| * I will seek the support of a colleague to trial the ‘something new’ with me. *What I will try.*   *Why? So that* I have someone to bounce ideas off and ask critical questions about my practice. | Optional | New | Documentation of my professional discussion with my critical/collaborating partner.  Peer Observations and feedback. |
| * I will trial a new teaching approach in relation to my inquiry and evaluate the difference it makes. I will seek student feedback. *What difference it makes.*   *Why? So that* I decide what I think is appropriate for me and my students. | Essential | Established | Notes and identified strategies/pedagogies to test.  Student feedback through exit cards. |
| * I will trial at least one new thing each term to keep improving my practice. I will try it several times. *What difference it makes.*   *Why? So that* I can be confident about what works. | Essential | New | My planning for the something new including research references  Video of my new learning in practice.  Evaluation of impact of new practice. (Reflections; student feedback and data.) |
| * I will look at the impact of the trial with priority learners and discuss with my lead teacher what this means going forward. *What I need to do next.*   *Why? So that* I know how I am making a difference or not for my target group of students. | Essential | New | Student voice and feedback on new things I have tried, on what works for them, and how I have responded  Discussion notes.  Reflections/analysis of student data. |