

E taku hoa, nau mai rā!

How crazy life is, nē? Easter and Anzac Day have come and gone, along with the Term 1 break. Hopefully, you managed to get some downtime before reviewing your teaching and learning programme for this term? Planning has really taken on a whole new look. I haven't had to review my planning before quite like I have this term. But, it's been good and has been a great opportunity to grow my own skills and knowledge in many ways.

Firstly, I want to acknowledge a question that was asked, by a new kaiako in an online hui recently, as to whether this time would count towards registration. The Teaching Council had sent out a message to kaiako stating that:

*"If a teacher has continued to be employed in a teaching position throughout the lockdown, we are able to recognise the time towards their full practising certificate. Beginning teachers, ready to move to full certification, will not be impacted unfairly by the lockdown, either. The Teaching Council will count teaching time online towards meeting the requirements to move to full or renew certification."*

So, whether in the classroom as we know it, or in an online environment our practice will still be recognised.

I have been thinking about what we have been doing as kaiako over the past weeks and can easily see how it all aligns to the [Standards for the Teaching Profession](#). The [professional relationships](#) and [learning](#) that you should be drawing on, will help you get through. And finally, the [learning-focused culture](#) that you are developing for your ākonga will ensure that the [design you create for student learning](#) will include teaching approaches, and practice, relevant for this challenging time. Remember to adhere to the principles of the Tiriti o Waitangi – [partnership, protection and participation](#). Keep building those relationships with the home and be open to feedback. Allow whānau and ākonga to contribute ideas to their learning to show them how much you value them. You've already gone through much more than I ever did as a first year but will be much richer for it!

In my last letter, I encouraged you to set the tikanga and routines for you and your ākonga. Routines help to set expectations and setting these early establishes a culture that is key to a successful, engaged and well-managed classroom. If you did this, you would



have noticed how relevant this practice still is when setting up your online classroom 'tikanga' or norms. Ideally, these have filtered through your everyday communications with your ākonga, and your time together is spent on teaching and learning, rather than in getting them online, or managing behaviour.

If you are needing support, though, remember to be proactive and connect with your mentor and other staff members – they may have some online learning tips to share. Perhaps you need to be flexible with your professional goal and change it to learn more about online delivery? Do some reading, trial some new strategies, adopt the 'new' normal. There are a number of websites sharing ideas about [distance learning](#) that will further develop your skills in this area. Take the time to keep learning and remember to keep evidence of what you read or do.

There's light at the end of the tunnel, e kare. As we move through term 2 towards term 3, take the new skills and knowledge you have gained to inform your next steps for yourself and your ākonga. Reflect on your new learning and include in your planning. We can't foresee the future, so be prepared to continue with distance learning. If we do move back to pre-COVID practice, consider a [blended approach](#) to your teaching and learning programme, and continue to include online opportunities to engage with your ākonga and their whānau.

Keep learning and join a learning community like [Kahu Pūtoi](#), the new online learning space for kaiako, to ensure you continue to develop your craft.

Kia manawaroa e hoa, kia manawa tītī. Oh, and don't forget ... breathe!

Atu i konei



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Hai konei, hai konā!

P.S. To read my first letter click [here](#)

