**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? |

**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)\_ |