YEAR 1 HWA | I&M FOCUS OVERVIEW *(example)* Note this is usually completed as it is co-constructed 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**   * Set up and organisation * Establishing routines * Use of the environment in a secondary setting | **Management Skills and Practices**   * School Expectations of Beginning Teachers | **Management Skills and Practices**   * Teaching Philosophy * Share successful teaching practices used to engage the learner and improve learning | **Management Skills and Practices**   * School Expectations (Review T2 notes) |
| **2** | **Leadership and Management**   * Unpacking the codes and standards * Setting professional goals | **Teaching Observation (TBD)**   * KT|PCT * Poutautoko | Mentor * Kaiako | Teacher (colleague) | **Leadership and Management**   * The benefits of having an e-portfolio, * How to gather evidence in a ‘time-smart’ ways to add to e-portfolios | **Teaching Observation (TBD)**   * KT|PCT * Poutautoko | Mentor   Kaiako | Teacher (colleague) |
| **3** | **Teaching Observation (TBD)**   * KT|PCT * Poutautoko | Mentor * Kaiako | Teacher (colleague) | **Leadership and Management**   * Coping with the challenges of the job | **Teaching Observation (TBD)**   * KT|PCT * Poutautoko | Mentor * Kaiako | Teacher (colleague) | **Leadership and Management**   * Review how we are coping with the challenges of the job |
| **4** | **Pedagogical Approaches**   * Classroom culture * Growth mindset | **Pedagogical Approaches**   * Te Tiriti o Waitangi * Te Reo Māori in the classroom | **Pedagogical Approaches**   * Teaching as Inquiry | **Pedagogical Approaches**   * E-learning |
| **5** | **Induction**  Professionalism   * Dress/Hours/Attendance * Conduct * Leave Forms etc. | **Induction**  Staying Safe   * Personal information, valuables, * Staying late after school, * Being alone with students, * Discussing personal life with students | **Induction**   * Health and Safety Forms e.g., RAMs | **Induction**   * Report Writing (school requirements) |
| **6** | **Pedagogical Approaches**   * Values and culture in your classroom? | **Pedagogical Approaches**   * Culturally Responsive classroom management | **Pedagogical Approaches**   * Start an Inquiry | **Assessment Practices and Processes**   * Report writing (summative assessments) |
| **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**   * SMS system | **Induction**   * Parent Interviews | **Management Skills and Practices**   * Unpack the learning progressions | **KT | PCT Choice**   * Open session * Getting ready for next year. |
| **9** | **Professional Relationships**   * Do students feel valued and respected? | **Feed-back to Students**   * How much feedback are students receiving in written and verbal form? * Is it constructive and provide for next steps? | **Reporting to Whānau**   * Is interaction with whanau appropriate? * How have I developed whānau relationships? |  |
| **10** | **Assessment Practices and Processes**   * Formative assessment | **Assessment Practices and Processes**   * What assessment practices are still needed? * Do I follow an assessment schedule to inform practice? | **Assessment Practices and Processes**   * Moderation (internal) |  |

YEAR 2 HWA | I&M FOCUS OVERVIEW *(example)*Note this is usually completed as it is co-constructed 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**   * E-learning in the secondary classroom | **Management Skills and Practices**   * School Expectations of a Year 2 KT |PCT * Has my philosophy changed and why? | **Management Skills and Practices**   * Review Te Reo Māori and the use within the classroom | **Management Skills and Practices**  PCT/Mentor identify and choose |
| **2** | **Pedagogical Approaches**   * Culturally responsive pedagogies | **Pedagogical Approaches**   * Effective pedagogies NZC/TMoA | **Pedagogical Approaches**   * Inclusive pedagogy | **Pedagogical Approaches**   * Student efficay |
| **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**   * Revisiting the codes and standards * Review professional goals | **Leadership and Management**   * How is respect shown for decisions made with other staff? | **Leadership and Management**   * Wellbeing self survey | **Leadership and Management**   * Coping with the challenges of the job? * Leadership plan |
| **5** | **Induction**   * KT|PCT folder | Induction   * Emergency Procedures * Mid-Year Assessments | **Induction**   * Use of language at school, * Use of work computer for personal use | **Induction**   * Entering Moderation Results into * Report writing (summative assessments) |
| **6** | **Professional Relationships**   * Confrontational students, * School violence | **Professional Relationships**   * Having difficult conversations with other kaiako * Managing angry and upset parents | **Professional Relationships**   * Relationship with senior management | **Teaching Observation (TBD)**   * KT|PCT * Poutautoko | Mentor * Kaiako | Teacher (colleague) |
| **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) | **Management Skills and Practices**   * File management of student records * Knowledge of enrolment and withdrawal processes |
| **8** | **Pedagogical Approaches**   * Te Reo Māori * Tikanga Māori | **Feed-back to Students**   * Review student feedback/feed forward to inform mid-year reports. | **Management Skills and Practices**   * Critical factors that impact on student behavior and management | **Teaching Practice**   * Complete I&M folder and gather all evidence * Completing Certification Process |
| **9** | **Assessment Practices and Processes**   * Review formative assessment practices | **Assessment Practices and Processes**   * Moderation (internal) | **Assessment Practices and Processes**   * Moderation (External) |  |
| **10** |  |  |  |  |