



Mission Heights  
**JUNIOR COLLEGE**  
 GROWING GREATNESS  
 KIA MANA AKE

Teacher: \_\_\_\_\_

## 2019 Document for Registration, Renewal of Practising Teachers Certificate, Attestation.

Please use this document to record your evidence. You can make reference/links to evidence on your google site/drive. Use link 3 to help you unpack the criteria for each of the 6 criteria.

Your Mentor will also comment on your evidence and sign it off.

### Useful Links:

1. Our Codes- Our Standards - <https://educationcouncil.org.nz/content/our-code-our-standards>
2. The Code of Professional Responsibility - examples in practice  
<https://educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf>
3. Codes in Practice/ examples MHJC - <https://docs.google.com/document/d/1IAmR-6v0TtPHK2r8JOnLKYMbLi7naf9N6rSulTxPCOM/edit>
4. Tataiako -cultural competencies for Teachers of Maori Learners TCCM (T)  
[https://educationcouncil.org.nz/sites/default/files/Tataiako\\_FINAL\\_web\\_mar16.pdf](https://educationcouncil.org.nz/sites/default/files/Tataiako_FINAL_web_mar16.pdf)
5. Tapasa - cultural competencies for Teachers of Pacific learners TCCP (P)  
<https://drive.google.com/drive/u/0/folders/1lh8OBA2Lftq3xft6bzAEOtFm3JrGa3Ut>

### **Our Standards for the Teaching Profession (Ngā Taurua Paerewa Ngaioatanga) & Our Practising Teacher Criteria, Incorporating the *Tataiako Cultural Indicators (Maori) (T)* and *Tapasa Cultural (Pacific) Indicators* are:**

Professional Standards:	Professional Standards Indicators:	Practising Teacher Criteria:	Teacher Evidence related to the PS & PTC	Meets the PS & PTC & TC Yes/No
<b>1.Te Tiriti o Waitangi partnership</b>	a) understand and recognise the unique status of tangata whenua in Aotearoa NZ  b) Understand and acknowledge the histories,heritages, languages and cultures of partners to Treaty of	Demonstrate commitment to bicultural partnership in Aotearoa New Zealand  Work effectively within the		

<p><b>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership and practice in Aotearoa New Zealand.</b></p>	<p>Waitangi/te Tiriti o Waitangi.</p> <p>c) Practice and develop the use of te reo Māori and tikanga Maori.</p>	<p>bicultural context of Aotearoa New Zealand</p> <p><i>Communicates effectively with Maori parents, hapu, iwi and the community (T)</i></p> <p><i>Has respectful working relationships with Maori Learners and their Whanau, hapu, iwi that enhance Maori learner achievement (T)</i></p> <p><i>Actively facilitates the participation of whanau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes (T)</i></p> <p><i>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners (P)</i></p> <p><i>Implements pedagogical approaches that are effective for Pacific learners. (P)</i></p>		
<p><b>2. Professional learning</b></p> <p><b>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</b></p>	<p>a) Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>b) Ensure an up-to-date knowledge of research, understandings and innovations related to content disciplines, pedagogy and wider education matter</p> <p>c) 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, gender,</p>	<p>Use critical inquiry and problem solving effectively in their professional practice</p> <p>Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga.</p> <p>Demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>Show leadership that contributes to effective teaching and learning</p>		

	<p>identities, languages and cultures.</p> <p>d) Engage in professional learning and adaptively apply this learning in practice.</p> <p>e) Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.</p> <p>f) Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</p>	<p>Analyse and appropriately use assessment information which has been gathered formally and informally</p> <p><b><i>Takes responsibility for their own development about Maori learner achievement (T)</i></b></p> <p><b><i>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners (P)</i></b></p> <p><b><i>Establishes &amp; maintains collaborative &amp; respectful relationships &amp; professional behaviours that enhance learning &amp; wellbeing for Pacific learners. (P)</i></b></p> <p><b><i>Implements pedagogical approaches that are effective for Pacific learners. (P)</i></b></p>		
<p><b><u>3. Professional relationships</u></b></p> <p><b>Establish and maintain professional relationships and behaviours focussed on the learning and well-being of each learner.</b></p>	<p>a) Engage in reciprocal, collaborative learning-focussed relationships with:</p> <ul style="list-style-type: none"> <li>• learners, families and whānau</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• agencies, groups and individuals in the community.</li> </ul> <p>b) Communicate effectively with others.</p> <p>c) Actively contribute, and work collegially, in the pursuit of improving my own organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>d) Communicate clear and accurate</p>	<p>Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>Establish and maintain effective professional relationships focussed on the learning and well-being of all ākonga</p> <p>Demonstrate commitment to promoting the well-being of all ākonga</p> <p>Demonstrate in practice their knowledge and understanding of how ākonga learn</p> <p>Respond effectively to the diverse language and cultural experiences,</p>		

	<p>assessment and achievement information.</p>	<p>and the varied strengths, interests and needs of individuals and groups of ākonga</p> <p><b><i>Actively seeks ways to work with Whanau hapu,iwi that enhance Maori learner achievement (T)</i></b></p> <p><b><i>Displays respect, integrity and sincerity when engaging with Maori learners, what they think and why (T)</i></b></p> <p><b><i>Uses specific strategies and protocols for effective communication with Whanau, hapu, iwi and the wider community. (T)</i></b>  <b><i>Communicates effectively with Maori parents and Whanau about their child’s learning (T)</i></b></p> <p><b><i>Establishes &amp; maintains collaborative &amp; respectful relationships &amp; professional behaviours that enhance learning &amp; wellbeing for Pacific learners. (P)</i></b></p> <p><b><i>Implements pedagogical approaches that are effective for Pacific learners. (P)</i></b></p>		
<p><b><u>4. Learning-focussed culture</u></b></p> <p><b>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</b></p>	<p>a) Develop learning-focussed relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>b) Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p>	<p>Demonstrate commitment to promoting the well-being of all ākonga</p> <p>Promote a collaborative inclusive and supportive learning environment</p> <p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and</p>		

	<p>c) Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>d) Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>e) Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>f) Develop an environment where the diversity and uniqueness of all learners area accepted and valued.</p> <p>g) Meet relevant regulatory, statutory and professional requirements.</p>	<p>groups of ākonga</p> <p><b><i>Demonstrably cares about Maori learners, what they think and why (T)</i></b></p> <p><b><i>Displays respect, integrity and sincerity when engaging with Maori learners, whanau, hapu, iwi and communities (T)</i></b></p> <p><b><i>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners (P)</i></b></p> <p><b><i>Establishes &amp; maintains collaborative &amp; respectful relationships &amp; professional behaviours that enhance learning &amp; wellbeing for Pacific learners. (P)</i></b></p> <p><b><i>Implements pedagogical approaches that are effective for Pacific learners. (P)</i></b></p>		
<p><b><u>5. Design for learning</u></b></p> <p><b>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.</b></p>	<p>a) Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>b) 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.</p> <p>c) Design and plan culturally responsive, evidence based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand.</p>	<p>Conceptualise, plan and implement an appropriate learning programme</p> <p>Demonstrate in practice their knowledge and understanding of how ākonga learn</p> <p>Work effectively within the bicultural context of Aotearoa New Zealand</p> <p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p> <p>Analyse and appropriately use</p>		

	<p>d) Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>e) Design learning that is informed by national policies and priorities.</p>	<p>assessment information which has been gathered formally and informally</p> <p>Use critical inquiry and problem solving effectively in their professional practice</p> <p><b><i>Harnesses the rich cultural capital that Maori learners bring to the classroom by providing culturally responsive and engaging contexts for learning (T)</i></b></p> <p><b><i>Consciously uses and actively encourages the use of local Maori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography) to support Maori Learners' learning (T)</i></b></p> <p><b><i>Plans and implements programmes of learning that accelerate the progress of each Maori learner identified as achieving below or well below expected achievement levels (T)</i></b>  <b><i>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners (P)</i></b></p> <p><b><i>Establishes &amp; maintains collaborative &amp; respectful relationships &amp; professional behaviours that enhance learning &amp; wellbeing for Pacific learners. (P)</i></b></p> <p><b><i>Implements pedagogical approaches that are effective for Pacific learners. (P)</i></b></p>		
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<p><b>6. Teaching</b></p> <p><b>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</b></p>	<p>a) Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>b) Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori.</p> <p>c) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p> <p>d) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning</p> <p>e) Teach in ways the enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.</p> <p>f) Ensure learners receive on going feedback and assessment information and support them to use this information to guide further learning</p>	<p>Conceptualise, plan and implement an appropriate learning programme</p> <p>Demonstrate in practice their knowledge and understanding of how ākonga learn</p> <p>Analyse and appropriately use assessment information which has been gathered formally and informally</p> <p>Demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p><u>Use critical inquiry and problem solving effectively in their professional practice</u> (Personal Inquiry)</p> <p><b><i>Consciously plans and uses pedagogy that engages Maori learners and caters for their needs (T)</i></b></p> <p><b><i>Incorporates Maori culture (including tikanga-a-iwi) in curriculum delivery and design (T)</i></b></p> <p><b><i>Maintains high expectations of Maori learners succeeding as Maori (T)</i></b></p> <p><b><i>Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners (P)</i></b></p> <p><b><i>Establishes &amp; maintains collaborative &amp; respectful relationships &amp; professional behaviours that enhance learning &amp; wellbeing for Pacific</i></b></p>		
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		<i>learners. (P) Implements pedagogical approaches that are effective for Pacific learners. (P)</i>		
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<b>Recommendations:</b>
<b>Overall Judgement:</b>
<b>Attested- Yes/No</b>

**Teacher:**

**Signature:**

**Attester:**

**Signature:**

**Attestation Date:**