Questions about teacher development

- What professional growth and development opportunities are available to me?
- What kind of back-up support do I have with my learning?
- What professional learning and development opportunities do I need to support my teaching and learning?

Questions about teaching as inquiry

- What do I need to know and do to improve my practice?
- What outcomes do I want for my students? What do students need to learn?
- How can I determine what to do next?
- What new knowledge and skills do I need to enhance my practice? They ask:
  - Effective teachers look for ongoing opportunities to enhance their teaching skills. They use the teaching as inquiry cycle to reflect on their practice.

Questions about professional learning and development

- What professional learning and development opportunities do I need to support my teaching and learning?

Questions about teaching and learning

- What do I need to know and do to improve my practice?
- What outcomes do I want for my students? What do students need to learn?
- How do I help students work together in caring, collaborative and inclusive learning groups?
- How can I determine what to do next?
- What new knowledge and skills do I need to enhance my practice? They ask:
  - Teachers ask:
    - What opportunities are there for parents to discuss the information I give parents about their child’s learning?
    - How do I meet with parents and their child to develop learning plans and goals?
    - How do I ensure that all students are prepared to effectively participate in eotc?"
Who is this booklet for?

This booklet has been written for everyone who parents a child – those who have care and responsibility for the education of young people. It is particularly aimed at parents and caregivers of learners who are in early learning services, schools and youth services across New Zealand. It has been developed by the Education Review Office (ERO) and the新西兰资格认证局 (NZQA) to help parents and caregivers think about and talk with their children about their learning. All families and whānau can receive a copy of this booklet, and it is available in English and in a number of other languages.

The principle, as the educational leader of the school, has an important role in supporting teachers to continually raise the achievement of their students. Boards of trustees expect that all the children in the school are working for every student? and at other schools, to ensure that all my children are achieving in the subjects I am teaching them? Effective teachers also use the expertise of specialists, such as special education coordinators (SENCOs) or learning support teachers to plan the best support for a particular student, or would the child have a professional diagnosis to inform any support for that student, which would influence the kind of support that is given? This booklet has four sections of questions that teachers might ask themselves: How is my child doing? In what ways do I use the expertise of specialists? What links can I make with whānau, hapū and iwi to support my students’ learning? For individual school reports, national reports and a range of other useful resources, visit the ERO’s website (www.ero.govt.nz) or contact the Education Review Office (ERO) national office, PO Box 2799, Wellington 6140, phone: 04 499 2498, email: info@ero.govt.nz.

For information about NCEA, visit the NZQA website (www.nzqa.govt.nz) or contact the New Zealand Qualifications Authority (NZQA) national office, PO Box 1666, Auckland 1110, phone: 0800 697 296, email: info@nzqa.govt.nz.

NCEA Learning outcomes

Questions about achievement and progress

Questions about teaching practices

The Six Dimensions of a Successful School

Questions about achievement and progress

- Do I have a range of teaching strategies that help all learners achieve?
- In what ways do I use the expertise of specialists?
- How can I apply the knowledge of others in my teaching?
- How can I use some teaching of different areas, including their cultural knowledge?
- How can I extend my knowledge of different teaching strategies?
- How can I extend my knowledge of different teaching strategies?
The Six Dimensions of a Successful School

Knowledge and Understanding

- How do I use the expertise of people in our school community and local businesses to provide students with learning opportunities?
- How do I provide challenging programmes for students who are gifted and talented or who need extra support?

Learning Practices

- How do I help students to see the point of their learning?
- How do I ensure that any out-of-class programmes for students who need extra support or extension are effectively used, and how well is it working?

Student Achievement and Progress

- How do I provide clear guidance and support for parents, caregivers and whānau who help in my classroom, or those who have care and responsibility for the education of the child— the heart of the matter?

Teaching and Learning

- How often do I have conversations with my students about their cultural knowledge?
- How do I design learning activities and experiences to support all students to learn from school to school?

Boards of Trustees

- How often do I have conversations with my students about their cultural knowledge?
- How do I provide challenging programmes for students who are gifted and talented or who need extra support?

School Leadership

- How do I help students to see the point of their learning?
- How do I ensure that any out-of-class programmes for students who need extra support or extension are effectively used, and how well is it working?
Parents, caregivers and whānau.

Everyone who parents a child – those who have care and responsibility for students. Boards of trustees expect that all the children in the school are making good progress.

The principal, as the educational leader of the school, has an important role in supporting teachers to continually raise the achievement of their students. Boards of trustees expect that all the children in the school are making good progress.

This booklet has four sections of questions that teachers might ask themselves. Each section focuses on a key area of effective teaching:

1. Teaching practices
2. Teaching development
3. Safety and inclusion
4. Working in partnership

The Six Dimensions of a Successful School

ERO uses this diagram when it reviews schools. It shows how all aspects of a school working, and what changes are needed?

The six dimensions are:

- Teaching practices
- Achievement and progress
- Leadership & governing
- Learning environment
- Management
- Learning support

QUESTIONS ABOUT
achievement and progress

1. Teaching practices
2. Teaching development
3. Safety and inclusion
4. Working in partnership

1. Teaching practices

Effective teachers have clear information about their students. Teachers want to build on the strengths of each of their students.

- What evidence do I have about each and every student's learning?
- What should each student be working on next?
- Do I make the right decisions for the right students at the right time?
- Does the information I have about the students help them work towards their goals?

2. Teaching development

Effective teachers develop their teaching practices.

- What do I know about the strengths of each of these students?
- How do I know what each student knows and can do?
- How do I know they are learning and growing?
- How do I tailor my teaching for the individual student?

3. Safety and inclusion

Effective teachers support all students.

- How do I support my students to achieve, taking into account their ethnicity, social background, gender, geographic location and language?
- How do I ensure that any out-of-class programmes for students identified as gifted and talented are linked back to their classroom needs?
- How do I support gifted and talented students who need extra support or extension?

4. Working in partnership

Effective teachers share useful information about students.

- How well do I share useful information about students with my colleagues?
- How do I ensure that all my teaching is provided with the support of others?
- How do I respond to students who are not achieving successfully?

Teachers reflect on the following questions:

1. Effective teaching gives great information to parents, caregivers and whānau.

Knowing what children need to learn next

- How do I support all students to achieve, taking into account their ethnicity, social background, gender, geographic location and language?
- How do I ensure that any out-of-class programmes for students identified as gifted and talented are linked back to their classroom needs?

For information about NCEA, go to the Ministry website.

www.nzqa.govt.nz

1. Effective teachers are flexible and responsive to students.

Questions about teaching practices

Teachers think about:

- How do I plan my teaching to build on what students already know and give them opportunities to learn what they need to learn?
- How do I provide challenging programmes appropriate to the needs and abilities of students who have particular needs?
- How do I use the expertise of people in our school and our community to help with some of these?
- In doing this, they carefully consider:
- How do I respond to students who are not achieving successfully?
- How do I plan my teaching to build on what students already know and give them opportunities to learn what they need to learn?
The Six Dimensions of a Successful School

ENGAGING

SC.01: I have a clear idea of my role in supporting my students to achieve success in school, and I understand that my goal is to ensure every student reaches their learning potential.

SC.02: I use the expertise of people in my school community and local businesses to provide students with relevant and interesting learning experiences.

SC.03: I understand that effective teaching is an ongoing process and that my teaching will improve over time as I reflect on my practice.

STUDENT

LEARNING

LG.01: I provide challenging, relevant and engaging teaching programmes that ensure all students achieve success in school.

LG.02: I design learning activities and experiences that meet the learning needs of all students.

LG.03: I provide students with examples and learning models that help them understand what high quality learning looks like.

TEACHING

PRACTICES

TP.01: I use a range of teaching approaches and strategies to meet the needs of all students.

TP.02: I respond to students who are not achieving the learning outcomes with relevant and interesting learning experiences.

TP.03: I provide students with feedback on their learning to help them understand what they have done well and what they need to do differently.

SCHOOL

GOVERNING

GP.01: I support students in their learning by giving them opportunities to work independently.

GP.02: I use group and class activities to ensure that all students have access to challenging learning opportunities.

GP.03: I provide students with additional support at an appropriate level and how do I accelerate their learning?

GP.04: I provide students with examples and learning models that help them understand what high quality learning looks like.

GP.05: I provide students with feedback on their learning to help them understand what they have done well and what they need to do differently.

GP.06: I provide a challenging, relevant and engaging teaching programmes that ensure all students achieve success in school.

Questions to ask at school:

SC.01: What evidence do I have about how my teaching has changed my students’ learning?

SC.02: What evidence do I have about my students’ learning?

SC.03: How do I respond to students who are not achieving the learning outcomes with relevant and interesting learning experiences?

LG.01: How do I use the expertise of people in my school community and local businesses to provide students with relevant and interesting learning experiences?

LG.02: How do I use the expertise of people in my school community and local businesses to provide students with relevant and interesting learning experiences?

LG.03: How do I use the expertise of people in my school community and local businesses to provide students with relevant and interesting learning experiences?

TP.01: How do I respond to students who are not achieving the learning outcomes with relevant and interesting learning experiences?

TP.02: How do I respond to students who are not achieving the learning outcomes with relevant and interesting learning experiences?

TP.03: How do I respond to students who are not achieving the learning outcomes with relevant and interesting learning experiences?

SCHOOL

GOVERNING

GP.01: How well do I share useful information about my students with others who are working for every student?

GP.02: How do I design learning activities and experiences that meet the learning needs of all students.

GP.03: How do I ensure that all students have access to challenging learning opportunities?

GP.04: How do I provide students with feedback on their learning to help them understand what they have done well and what they need to do differently?

GP.05: How do I provide students with feedback on their learning to help them understand what they have done well and what they need to do differently?

GP.06: How do I provide students with feedback on their learning to help them understand what they have done well and what they need to do differently?
**Questions about teacher development**

**Keeping up with new approaches to teaching and learning**

- What professional development and professional learning options do I have available to me?
- How do I stay informed about the latest research and trends in education?
- How can I find the support and resources I need to improve my skills?

**Teaching as Inquiry**

- A process through which teachers question their decisions and teaching practice
- How effective are my teaching strategies for promoting student learning?
- How do I evaluate the impact of my teaching on student outcomes?

**Questions about teaching and learning**

- What new knowledge and skills do I need to improve my practice?
- What does the information I have about my students’ progress tell me about what I need to focus on to enhance my teaching skills?
- What is the most effective way to engage my students in their learning?

**Questions about teacher development**

- How do I support my professional growth and development?
- How can I find opportunities to collaborate with other educators?
- What resources are available to help me develop my teaching skills?

**Questions about effective teaching**

- How do I ensure that my teaching is effective and engaging for all students?
- What strategies can I use to support students with different learning needs?
- How can I assess the effectiveness of my teaching and adjust my strategies accordingly?

**Questions about teaching and learning**

- What are the next steps for learning?
- What feedback can I provide on student learning?
- How can I adjust my teaching strategies to meet the needs of all students?

**Questions about effective teaching**

- How do I ensure that my teaching is effective and engaging for all students?
- What strategies can I use to support students with different learning needs?
- How can I assess the effectiveness of my teaching and adjust my strategies accordingly?

**Questions about teaching and learning**

- How do I support my professional growth and development?
- How can I find opportunities to collaborate with other educators?
- What resources are available to help me develop my teaching skills?

**Questions about effective teaching**

- How do I ensure that my teaching is effective and engaging for all students?
- What strategies can I use to support students with different learning needs?
- How can I assess the effectiveness of my teaching and adjust my strategies accordingly?

**Questions about safety and inclusion**

**Providing a safe, supportive environment where children feel included**

- How do I create a safe and inclusive learning environment for all students?
- What strategies can I use to support students with disabilities or high learning needs?
- How do I ensure that students in my class who have disabilities or high learning needs are welcome, included and learning?

**Questions about effective teaching**

- How do I ensure that my teaching is effective and engaging for all students?
- What strategies can I use to support students with different learning needs?
- How can I assess the effectiveness of my teaching and adjust my strategies accordingly?

**Questions about teaching and learning**

- What new knowledge and skills do I need to improve my practice?
- What does the information I have about my students’ progress tell me about what I need to focus on to enhance my teaching skills?
- What is the most effective way to engage my students in their learning?

**Questions about effective teaching**

- How do I ensure that my teaching is effective and engaging for all students?
- What strategies can I use to support students with different learning needs?
- How can I assess the effectiveness of my teaching and adjust my strategies accordingly?

**Questions about safety and inclusion**

- How do I create a safe and inclusive learning environment for all students?
- What strategies can I use to support students with disabilities or high learning needs?
- How do I ensure that students in my class who have disabilities or high learning needs are welcome, included and learning?
Questions about teacher development

- What new knowledge and skills do I need to improve my practice?
- What does the information I have about my students' learning tell me about what I need to focus on to enhance my teaching skills?
- Effective teachers look for ongoing opportunities to reflect on their teaching as inquiry cycle and work with others to enhance their teaching practices.

Questions about safety and inclusion

- Do I have access to people with the knowledge and experience to support me in my professional learning?
- Do I have the opportunity to work with colleagues in a professional learning community?
- Do I consider affordability for all students when planning and implementing education outside the classroom (EOtC) activities?

Questions about teaching as inquiry

- What is the impact of the information I give parents about their child's learning?
- How responsive am I to parents' suggestions about what they would like to see in their child's programme for future career pathways?

Questions about teaching in inquiry

- What professional learning and development opportunities are available to me?
- What do I do to make students who are new to my classroom feel welcome, included and learning?

Questions about learning inquiry

- Do I know what parents expect for their child?
- How do I ensure that all students are prepared to participate in more challenging EOTC activities?
- How do I help students work together in caring, respectful and inclusive teams?

Questions about partnerships

- How do I find out students' views and opinions about my teaching practices?
- How do I help students who have been stood down or suspended back into my classroom?
- How do I help my students learn to set manageable goals and take responsibility for their learning?
**Questions about teacher development**

- What personal and professional development opportunities are available to me in my school?
- What is the school’s professional learning community like? Do I have opportunities to work with colleagues in a professional community focused on improving student learning and teaching?

**Questions about teaching as inquiry**

- What do I need to know and do to improve my teaching as inquiry cycle to reflect on my practice and enhance my teaching skills? How can I use the insights from this cycle to support my ongoing professional learning?

**Questions about safety and inclusion**

- How can I make sure that parents are comfortable with their children’s learning and safety at school?
- How do I make my classroom routines and procedures safe for all students?
- How do I support all students to succeed in my classroom and beyond?
- How do I ensure that students in my class who have high needs to take part in activities outside of the classroom alongside regular students feel welcome, included and learning?

**Questions about working in partnership with parents and Whānau**

- What are the next steps for learning?
- How can I help students learn to ask questions and reflect on their own learning?

**Questions about learning and teaching**

- What is the learning environment in my classroom like? Do students know who to talk to if they see or experience any bullying? Do I support every student to succeed? Would my students say that I never give up on them?

**Effective Teaching**

- What is the learning environment in my classroom like? Do students know who to talk to if they see or experience any bullying? Do I support every student to succeed? Would my students say that I never give up on them?

**Children’s safety at school**

- How do I make sure that parents are comfortable with their children’s learning and safety at school?
- How do I ensure that students in my class who have high needs to take part in activities outside of the classroom alongside regular students feel welcome, included and learning?

**Questions about keeping up with new approaches to teaching and learning**

- What is the school’s professional learning community like? Do I have opportunities to work with colleagues in a professional community focused on improving student learning and teaching?
- How do I find out students’ views and opinions about my teaching practices?
Questions About Teacher Development

What new knowledge and skills do I need to improve my practice?

A process through which teachers question their decisions and teaching practice. They use the information they have about their students’ learning and development to enhance their teaching skills.

What do I need to know and do?

- Teacher-parent contact
  - Parents are well informed about their child’s learning.

Teachers keep parents well informed about their child’s learning.

- How can I make sure that parents are comfortable to contact me when they want to talk about their child?
- How timely, accurate and easily understood is the information I give parents about their child’s learning?

Parents have an important role in supporting their child’s learning and development.

- In what ways do I encourage and help parents to be active partners in their child’s education?
- How do I ensure that students are safe during education outside the classroom (EOTC)?

Principals and teachers have a particular responsibility to ensure students are safe during EOTC. Teachers consider the following questions:

- How do I support every student to succeed?
- Would my students say that I never give up on them?
- Am I committed to successfully reintegrating suspended students back into my classroom?

Responsive to the different cultural backgrounds of students

- Effective teaching recognizes and values the cultural experiences that they bring to the classroom.
- How do I make my classroom inclusive and subject and technology rich? How do I facilitate learning for students from different cultures of their students?
- Do students from different cultural backgrounds, special needs, and with high needs to take part in activities outside of their class, feel welcome and supported?
- How do I find out students’ views and expectations predictable and well understood by all students in my class?
- How do I look for opportunities to attend events in the local Māori and Pacific communities?
- What’s happening in my child’s classroom?

Providing a Safe, Supportive Environment Where Children FeelIncluded

- In what ways do I support students who have learning difficulties?
- Do I consider affordability for all students when considering the following questions:
- How do I ensure that all students are prepared to participate in more challenging EOTC activities?
- Are all students in my class?
- Do I share resources and web tools to help parents support their child’s learning?
ENGAGING FAMILIES

Questions to ask at school:

- How can I know whether my teaching strategies are helping me achieve my goals?
- Do I have the information I need to decide what the next teaching steps are for all individuals and groups of students?
- How do I design learning activities and experiences that are relevant to all students?
- Do I provide students with examples and learning models that help them understand what high-quality teaching looks like?
- What opportunities do students have to take part in learning that is relevant and interesting to them?