Quality Practices Framework at RC

STANDARDS FOR THE TEACHING PROFESSION	Elaborations of the standard	Our quality practices that we use at RC that connect with this standard			
		The Ruawai Wai	Culturally responsive and relational Pedagogy quality practices we use to connect with this standard	Curriculum quality practices that we use to connect with this standard	The evidence we use that demonstrates these quality practices:
1. Te Tiriti o Waitangi partnership Demonstrate commitment to Tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.	• Waiata Practice & singing, whole School Haka performance and practice • Singing Waiata to welcome new staff or visitors • Use Te Reo in and around the School • Participate and celebrate Te Reo Māori Language Week • Value connections and relationships with the wider Ruawai community - whanau, hapu, iwi, Local Marae, He Mahara hau, Mau rakau • Staff are encouraged to attend ongoing, targeted PLD on Te Tiriti o Waitangi principles	• Use Te Reo in the classroom as much as possible, and where able • Contribute to and Participate in Māori Language Week • Visual representation of te reo in the classroom • Relationship-based teaching and learning through Relationships First • Māori succeed as Māori by funding Mau • Rakau & kapa haka lessons • RC to join the Māori Achievement Collaborative (MAC) • Active protection & promotion of Te Reo Māori within school processes and practices • Māori success as Māori is reported on in board reports and strategic reflection (where appropriate)	• Localised developed Curriculum that connects learning with the community, but also meets the school vision of lifelong learners and global citizens • Multiple Connections with the community, i.e. marae visits, leaders speak, business, organisations, clubs • Involving the community in the school • Culturally appropriate setting within curriculum contexts, e.g. Unit plans designed to incorporate cultural diversity, local histories and heritages • Following culturally appropriate Tikanga (use and pronounce Maori words correctly in localised curriculum development)	• Use of Māori greetings, concepts, and words in lessons • Targeted assistance for Māori students, including mentoring from providers within or outside the school • Professional Growth Cycle goals for Staff • Data for Maori shows retention • Social Media and school branding to reflect our student body • Recognising Māori culture in a vast variety of ways relevant to ākonga

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2. Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. 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, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. 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. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.	• We engage highly in • professional growth cycle collaborative discussions, observations, peer observation, feedback and feedforward • Personal engagement in one's own professional growth is encouraged and valued through research and professional reading to trial, reflect and effect necessary change/s • Student voice, Class Profiles and transition programs for new students are valued as conversation starters to understand our learners and their learning needs well • Schoolwide strategic priorities or goals are referenced in our PGC and are used as a pathway to achieving the best for our practice and young people • Targeted PLD for inclusion, e.g. neurodiverse learners, English language learners, or those with disabilities • collaboration with other schools, Kāhui Ako, or external networks, which is a key aspect of ongoing professional growth in NZ • We focus on growing leadership capability (for aspiring/middle leaders) through meetings (HoL, Deans) and PD • Students as partners in teacher inquiry or co-researchers	• Collaboratively problem-solving ensuring a range of voices • Deans mahi around how to assist target groups. Academic Tracking • Staff Weekly PD • New curriculum PD • Professional conversations • Trial and error and self-reflection • Moderation (internal & external) • Class profile of new students for effective planning • Growth mindset (own practice), being a lifelong learner • Flexibility in teaching approach - preparing to change practice to suit learners • Accepting differences and individual needs • Pre-emt problem solving with strategies and identify issues before they become problems	• Using the *Teaching as Inquiry* model to examine one's own beliefs, inform teaching and learning to improve achievement data • Cross-Curricular Approaches wherever possible Y7-Y13's • Co-Construction Meetings to share ideas relating to learning culture - engagement, achievement and wellbeing • Attend and participate in Learning area meetings, NCEA days, etc - which guide staff in the learning area. • Being open to receiving feedback directly from students • PLGs • Evidence-based practices to enhance Teaching and Learning • Feedback and feedforward to other staff and support teachers about teaching issues • Enquire into the language of learning school-wide • Be informed by research and professional readings • Using the Staff Guide to Best Practice to inform what we do	• Staff guide to best practice • RC PGC • Using Data - ACH, Pastoral, reflection room, NCEA, subject/course endorsements - for change • Student voice • Observations • HoLs and Deans are responsible for supporting interventions such as - • ACH, Y7 Home room • Teachers document changes in their practice and track links to learner achievement over time

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3. Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: ● learners' whanau ● teaching colleagues, support staff and other professionals ● agencies, groups and individuals in the community. Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.	● We value engaging with our community via PST interviews, the pastoral care system and extracurricular activities ● We value positive professional relationships among staff - collegiality. ● We value positive learning focused relationship with ALL students: ● Model school values ● Model PB4L guidelines and use restorative practices. ● Uphold staff guide to best practice. ● Building reciprocal and collaborative, learning focussed relationships ● Attend PST interviews ● Meeting and collaborating with outside agencies ● Clearly articulated expectations around professional conduct and safeguarding when considering our relationships with students, whānau, and colleagues ● Collegial care, support, and wellbeing by supporting staff by ensuring minutes for staff briefing are up to date, milestones are celebrated and there is access to services such as EAP ● Able to articulate the steps taken in online interactions with students/whānau such as the professional and ethical use of digital platforms in building and maintaining professional relationships ● Able to articulate the use of GenerativeAI and the impacts this is having on our sector	● Making regular contact with home who are learning learning-focused or meeting face to face with whanau ● Maintaining a positive learning focused relationship with students ● Give learning related feedback ● Celebrating diversity in staff ● Being a reflective practitioner and looking for ways to introduce culturally appropriate contexts into classes ● Class surveys and student voice ● Whanau evening and Open Days ● Where possible actively seeking the involvement of hard-to-reach or disengaged families or diverse communities (Pasifika, migrant, refugee, etc.)	● Reporting home is learning focused with evidence ● Clear communication, provide course outline and assessment plans to go home for whanau input ● Undertakes responsibilities to update schemes and assessments ● Providing curriculum support and guidance to colleagues ● Have a budget and use it for learning ● Regular PD sessions ● Report comments ● Assessment calendar ● Keeping up to date with changes in education ● Unit planning and course outlines ● NZQA; RTLB; SENCO; Deans; Careers ● Pastoral care ● Show what A, M, E looks like ● Develop a growth mindset among students and teachers ● Keep in mind the well-being of students ● Using the Staff Guide to Best Practice to inform what we do	● Attend Workshop/read literature related to restorative procedures ● PB4L adjacent processes and practices ● Restorative practice for addressing and resolving conflicts or concerns between staff, students, or whānau ● Kamar data and what is being recorded ● Knowing your learners beyond the classroom ● Pastoral data ● PGC ● PST data ● Moderation reports ● Personal reflections ● Clear expectations of achievements ● School report comments ● SchoolBridge portal data and comments ● Regular feedback mechanisms for whānau, students and staff - such as surveys, forums, or formal feedback cycles when consultation or feedback is sought

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4. Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities. Develop an environment where the diversity and uniqueness of all learners is accepted and valued. Meet relevant regulatory, statutory and professional requirements.	● Maintain high expectations by providing regular constructive feedback of students' work ● Focus on creating and maintaining learning-focused relationships with all students ● Establish learning routines eg Learning intentions ● Provide caring, supportive, and respectful classroom culture Learning Advisors guide the students to set SMART goals and develop action plans to achieve them ● Use a variety of teaching styles and/or methods to engage all types of learnings ● Model respect by learning & pronouncing students' names correctly and giving one on one feedback ● Celebrating success - big and small successes ● Being familiar with how to access school policies and procedures ● Using the Staff Guide to Best Practice to inform what we do	● Setting targets or milestones ● Welcoming students - greetings that address all students cultural greetings ● Safe environment, open communication, subject specific check points ● Whiteboard configuration - aim/focus/success criteria, do now ● Provide regular feedback and feedforward ● Use PB4L in classroom ● Setting goals, boundaries, consistent approaches, humour, relationship building, setting the tone ● Attendance roll ● Promote student ownership of their learning space, respecting it	● Effective engagement by contextualising learning Differentiate resources to include neuro-diverse learners with support ● SAC students support ● Scaffolding the learning ● Differentiation ● Growth mindset ● Staff PD to support neurodiverse students ● Safety focus (technology) ● Kumara awards ● Use te reo in class and involve students ● Relevant content in the classroom ● Expectations are clear and consistent ● Use the school Values. ● Using the Staff Guide to Best Practice to inform what we do	● Student voice ● Option numbers - student number relating to the teacher-student relationship rather than subject interest ● Unit plans, differentiation ● PGC ● Recognition system ● Achievement data/NCEA ● PST data ● Seating plan ● Celebrating language weeks ● Pastoral entries ● Being a reflective practitioner ● Kapa haka performance at PG ● Student services – learning support/ Counselling and Mentoring ● PB4L ● RC Way ● Group work ● Differentiation

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5. Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. 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. Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Informed by national policies and priorities.	• Learning outcomes & success criteria are known/displayed • Communicate assessment information appropriately to learners, their parents/caregivers and staff • Value the cultural capital all students bring • Systematically and critically engage with evidence to reflect on and refine teaching practice • Gather, analyse and use assessment information to improve teaching and learning and inform planning • Actively participate in the moderation process • All subjects differentiate to meet the needs of students • Use Careers benchmarks in Careers to design the curriculum • Academic conversations during LA time • Programmes and/or class routines teach and embed concepts of empathy (can be done through circle time, class discussions, peer mediation) • Being familiar with how to access school policies and procedures • Using the Staff Guide to Best Practice to inform what we do • Real-time formative assessment, learning analytics, responsive teaching • Practical strategies for embedding Treaty principles • Deploy UDL for all types of learners • Documented individual plans/goals or IEPs for students who need significant adaptation	• Provide several opportunities for formative assessment & feedback • Be respectful and knowledgeable of cultures in class and reference them where appropriate • Valuing what each student brings to the classroom in terms of their culture/ language • Engaging contexts that meet the school vision and global citizens • Tataiako visibility • Sharing students' prior knowledge • Share experiences • Learning outside the classroom - community, marae, sports club • Peer teaching, Group Work collaboration, Student voices • Create opportunities for student leaders/mentors, student-driven initiatives for positive culture, involvement in school-wide decision making • Involving families in class/school culture development, regular feedback or classroom, learning advisory meetings	• E-asttle data, Student voices • Class profiles, Senior LA guidance - credit checks • Change units of work / course plans to suit student needs • Work around barriers • Exam revision • Pre- and post-testing • Data analysis for future use • Summative & formative assessment • Learning areas, knowing what steps are between levels i.e. Basic, Proficient, Advanced at levels 3, 4, 5, etc, for consistent reporting Assignments based on specialist knowledge - pupil / iwi • Using the Staff Guide to Best Practice to inform what we do • Using curriculum opportunities to teach students about respectful, safe, and responsible online behaviour. Through this teaching our students about digital citizenship and positive online culture • Leveraging technology for differentiation, engagement, accessibility, and blended/flipped learning • Real-time formative assessment, learning analytics, responsive teaching • Keep updating knowledge and understanding of curriculum change via PD, webinars and Zoom meetings, PGC	• Student engagement • New teaching approaches • Reflection or checks to shape future thinking • Improved achievement data • Assessment data shifts between the beginning and the end of the year • Course numbers • PD and reflections • PGC • Scholarships uptake • Regional Science Fair participation • Observation • Course outlines • News letter • Festivals - kapa haka • Relationship with sister school • Using KAMAR as a tool to collate evidence of student interests, etc. • PLG – Adaptive teaching and learning, data tracking, and academic conversations • e-asTTle • Literacy strategies • PB4L • Gateway/Vocational Pathways • asTTle data • Data tracking • Targeting priority students

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6. Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. 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. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.	- Set goals with students with emphasis on high expectations - Provide every opportunity, approaches, and planning for achieving success - Allow students to make choices & encourage them to take initiative - Encourage students to take ownership of their learning - Use student voice in teaching & learning practice - Effective use of digital technology in planning & classroom teaching blended learning - - Build students' confidence in using Google Classroom, Sites, Sheets, etc - Use all school data for regular achievement analyses, reflection and effective planning - Ako – reciprocity in the teaching and learning process - Provide academic feedback and feedforward - Co-construct learning with students - Adaptive teaching practices - Making relevant connections localised and global - Hold a growth mind-set - Sharing collegiality across departments - Multi-level classes - Offsite opportunities - PST – information shared with parents; student-led goal focussed PSTs - Modelling and practicing learning-to-learn skill - Support for learning at home, shared teaching goals - Adjusting teaching to support student wellbeing	- Use of students' prior knowledge in lesson plans - Encouraging self-regulated learning - Milestones - Formative assessments - Being a restorative school - Know your learners - Marking, reading students' work and feedback feedforward - Local contexts - Assessment for learning - Collaborative learning - Feedback and forward - Scaffolding Learning - Sister school relationship - Group collaboration - Co-construction - Valuing different points of view and understanding why - Test prior knowledge to address misconceptions - Ongoing assessments/feedback - Extra tutorial opportunity for NCEA level students - Tailoring teaching to meet the needs of our Māori students. Focus and tailoring teaching to meet priority groups such as Pasifika, neurodiverse, ELLs, and other diverse learners	- Encourage students to be active learning by allowing them to ask questions & develop observation skills - Differentiating learning as per learner's need/s - Demonstrate Hattie's Visible Learning Practices effect sizes in classroom teaching & learning area schemes of work. - Predictive credits and academic tracking - E-asttle - Use Solo Taxonomy and/or Bloom's Taxonomy in planning - Gamification tasks with devices - Use differentiation - Use a range of different learning activities in class - visual and hands-on - Be flexible and/or change approach, reteach - Aiming to achieve school targets and reporting - Creative ways of assessment/assessing - Observing and reflecting with other staff - Using the Staff Guide to Best Practice to inform what we do - Engage students in critical thinking skills - Cooperative learning - Provide a range of assessment tools and types (e.g. US and AS; L2/L3) - Gather and use diagnostic assessment data to inform learning programme - Using exit tickets, hinge questions, flexible grouping during lessons.	- Consistent junior reporting - Early warning of a person struggling - Formative student voice - Work in te reo and te Ao Māori - student interests designed work that is relevant to them - Student success - Achievement data - Having a framework for a 'critical friend' - Observations, PD, reflection on assessment for learning, such as Learning intentions and objectives - Engagement - Retention rates - Reduced reflection room use - NCEA achievement data - Improvement - Positive relationship - Student voice - Documented extension/acceleration pathways, gifted/talented provision, enrichment opportunities - Explicitly teaching students to give feedback to peers, self-assess, and participate in designing success criteria - Kamar portal use