



An induction and mentoring framework for provisionally certificated teachers working towards full teacher registration.

PARTNERED PROFESSIONAL LEARNING PROGRAMME

LINKED TO OUR CODE: OUR STANDARDS (2017)

Name

Year 1

Year 2



EARLY CHILDHOOD EDUCATION

Provided by InterLEAD Consultants
Leading innovation and thinking outside the square.

Partnered Professional Learning Programme

This resource contains:

PDF DOCUMENT INCLUDES

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- T.1 Contract
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- T.4 Observation and Feedback
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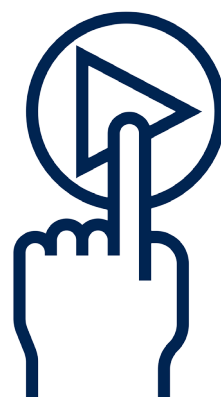
Useful Supporting Information

Welcome to the Induction and Mentoring programme for teachers undergoing the certification process. The following are some guidelines to help you through the process.

It is the registering Kaiako's responsibility to keep evidence to show how they are meeting the standards for the teaching profession. It is suggested the data be curated into the 'systems' from which you will gather evidence of meeting the standards.

These sections may include but not be limited to:

- Learning Diamond data
- Inquiry/goal sheets
- Inquiry/goal clarification sheets
- Internal Evaluation – regular and emergent
- Observation and feedback
- Meeting action plans
- Professional development reflections
- Professional discussions
- Professional readings
- Planning and evaluation reflections
- Appraisal documentation (if you are required to undertake a separate appraisal process).



Registration Process

1. Complete a formal Contract – signed by both parties (Template 1).
2. Print off relevant forms and arrange folder dividers showing the ‘system’ headings that you have chosen to curate your evidence into (refer to list of possible sections on previous page). If you use Appraisal Connector™ (InterLEAD’s online teacher appraisal system), designate online folders to curate your evidence into.
3. Complete the self-assessment tool – The Learning Diamond – and ask a peer or your mentor to also complete. PLEASE NOTE: This process will be repeated at the end of the process to provide comparative data showing the expansion of your diamond over the process. If you use Appraisal Connector™, structure a self-assessment tool by selecting a set of questions from the first section, Centre Environment. Ask a peer or your mentor to also complete. PLEASE NOTE: This process will be repeated at the end of the process to provide comparative data showing the growth in your practice.
4. Meet with your Mentor to analyse the data generated by the Learning Diamond questionnaire and set inquiries/goals for your first year (Template 2). Use Template 3 to expand these goals. If you use Appraisal Connector™, the data from completing the self-assessment tool will generate a report from which goals can be chosen.
5. Observations from your mentor or peers will be written up on the Observation and Feedback Sheet (Template 4) and the kaiako will reflect and respond to these.
6. Meet regularly with your Mentor to monitor progress towards achieving inquiries/goals and examine evidence presented for inclusion. Write up actions from the meeting on Meeting Record (Template 5).
7. At the completion of the first year, summarise progress to ensure the quality of teaching practice is sufficient to reflect all the standards (Template 6).
8. At the commencement of the second year of the process, set further inquiries/goals which could emerge from the previous year’s inquiries/goals, or be drawn from the data generated by the Learning Diamond questionnaire (or Appraisal Connector™ report if relevant).
9. Your evidence will be drawn from both completion of your inquiries/goals, as well as reflections from other systems e.g. professional readings, professional development, discussions etc. Any piece of evidence from other systems should have a cover sheet attached, showing the process of reflection, how you have consolidated, adapted or changed practice and how these have impacted on outcomes for children.

Should you require any further assistance, don’t hesitate to contact us.



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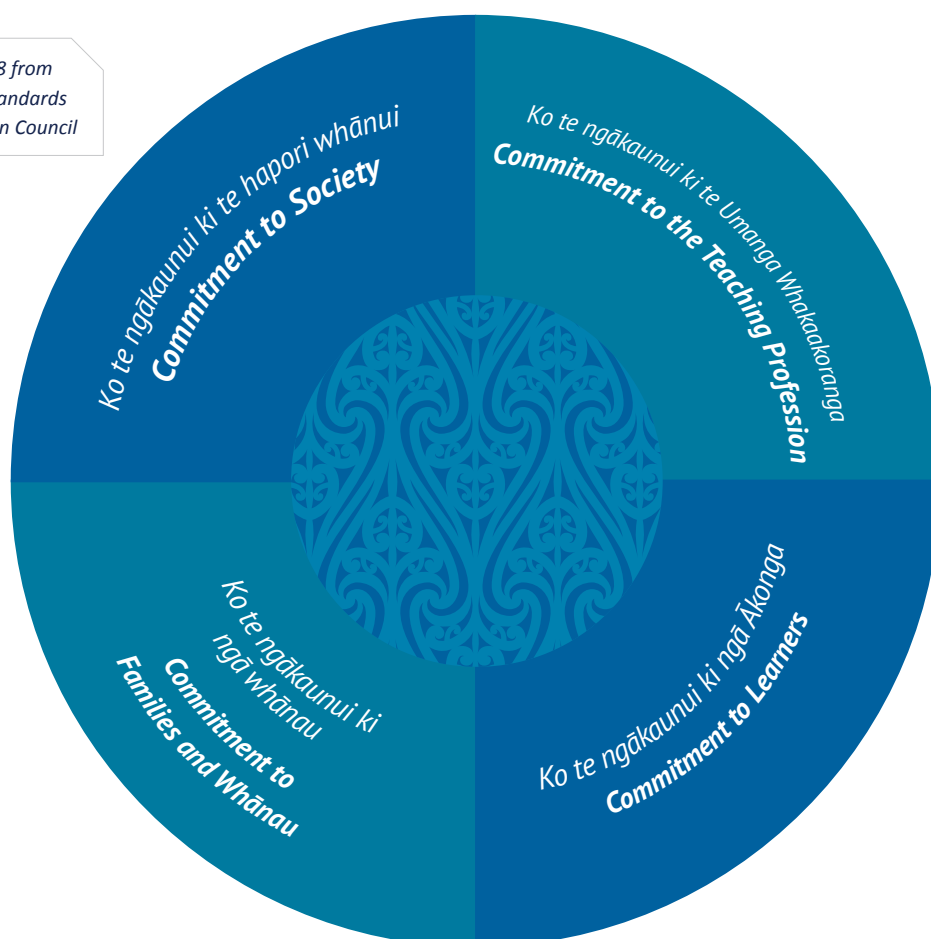
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THE CODE OF PROFESSIONAL RESPONSIBILITY

Ngā Tikanga Matatika mō ngā Haepapa Ngaiotanga

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Reference: Page 8 from
Our Code: Our Standards
(2017) - Education Council



HOW CAN THE CODE BE USED?

- **For those of us within the profession**, regardless of role, the Code sets out the shared expectations of our profession that we aspire to and have agreed to uphold. It reminds us of our obligations and responsibilities to others and the need to demonstrate high standards of professional behaviour in all we do. It is also a learning tool to assist us to engage in professional learning conversations about our practice.
- **For teachers who are professional leaders and those who are employers of teachers**, the Code assists professional learning conversations with teachers throughout their career about the profession's expectations of ethical and professional behaviour.
- **For those entering the profession**, the Code serves as a tool to assist initial teacher education providers to support student teachers to understand the standards of conduct and integrity expected of everyone in the profession.
- **For those outside the profession**, such as learners, their families and whānau and the public, the Code informs them about the standards of ethical behaviour and practice that the profession expects of all teachers. It can provide them with confidence and trust that all members of the profession have agreed to uphold high standards of ethical behaviour.
- **For the Education Council and its disciplinary bodies**, the Code promotes a shared understanding of the high standards of behaviour expected from the teaching profession. It is part of how the Education Council champions effective leadership and teaching, elevates the status of teaching and strengthens a self-managing profession. In complaint investigations into a teacher's conduct, the Code may be referred to as a benchmark that confirms the expected standards of conduct for members of the profession.

STANDARDS FOR THE TEACHING PROFESSION

Ngā Paerewa mō te umanga whakaakoranga

4

Reference: Page 16 from
Our Code: Our Standards
(2017) - Education Council



THE PURPOSES OF THE STANDARDS FOR THE TEACHING PROFESSION ARE TO:

- describe the essential professional knowledge in practice and professional relationships and values required for effective teaching
- promote high-quality teaching and leadership for all learners across all education settings
- set the standard expected for teachers to be issued with a practising certificate
- provide a framework to guide our career-long professional learning and development as a teacher
- promote the status of the teaching profession through making explicit the complex nature of teachers' work
- strengthen public confidence in the teaching profession.

Inquiry/Goal Setting

Setting Inquiries/Goals

In any mentoring process, to ensure improvement to teacher practice, there needs to be a variety of inquiries/goals: some directed at current performance, and some directed at building the capacities needed. A teacher's sense of purpose and vision for the future provides the basis for thinking about the capacities needed to grow. Outside bodies will also make demands that shape the inquiries/goals to be set.

You can look to other examples or to experts to tell you the sorts of areas in which inquiries/goals can be set. Make sure, though, that you aren't limited by what other people are doing.

Just because the set of inquiries/goals established in another context seem to be sensible, keep in mind that it is not the same as yours: it has different people, a different community, and a different physical location. Adopting someone else's inquiries/goals will be shortcutting the conversations that you really need to have.

Kaiako need to keep going back to their vision of themselves as kaiako and ask "What inquiries/goals will move me in the direction of what I care about?"

Inquiries/goals are relatively short term. They are the things to be working on over a few months. For this reason it is important to have the right mix of inquiries/goals. You don't need to do everything at once; trying to do that will just exhaust everyone.

Try developing a set of inquiries/goals that includes the following:

Routine Inquiries/Goals: What can you do already, with consistency and reliability? What achievements are you confident that you will be able to accomplish, knowing that you have been doing these things for some time? It is important to have some inquiries/goals that are routine because they emphasize that we appreciate what we already do and don't want to lose sight of or minimise our strengths. Routine inquiries/goals will generally focus on performance rather than capacity building.

Stretch Inquiries/Goals: What can we do that will challenge us? What will make sure that our job is not routine, because we are taking a risk to try something new? Stretch inquiries/goals are our opportunity to innovate. They can focus on lifting performance to a new level, or moving into an area we have not explored before. Stretch inquiries/goals can also address new projects that will grow our capacity, setting us up for higher levels of performance in the future. The term 'stretch' is important: these inquiries/goals have to be a challenge. And in setting them, we know we are taking a risk. There is a chance we will not achieve them, or that they may change as we learn more about what is truly possible.

Breakthrough Inquiries/Goals: In setting Breakthrough inquiries/goals, we give ourselves permission to dream. A 'breakthrough' is not a challenge or a stretch: we have no idea how it could be attained. By setting a breakthrough inquiry/goal we draw people's attention to it and we stimulate thinking and attention in a new direction. The result can be that people see opportunities they would never have otherwise noticed.

Reflecting

A major difference between adult learning and children's learning is that adults learn by 'reflecting' children learn by 'doing'.

Learning to reflect is a developmental stage – a way of knowing is a person's meaning-making system through which we filter our experiences so that we understand.

As the world, and the jobs in it, become increasingly complex, it is vital that we develop our mental complexity and 'ways of knowing' to meet the challenges. A vital element of being a reflective practitioner, is 'to see ourselves as others see us' as well as learn to measure our own performance.

Reflection occurs in three ways: looking back, looking at, and looking ahead.

Looking back:

We consider an event that has passed and think about how it proceeded and what we might have done differently – this is reflection on action.

Looking at:

We are thinking about what we are doing in the midst of the act itself. We are monitoring how well an activity is proceeding, considering adjustments that have to be made, and making decisions about what the best method might be for going forward. To keep children engaged and learning, teachers need to be watching all the time, making adjustments and differentiating the way they guide learning every minute of the day. Great teachers are thinking all the time – this is reflection in action.

Looking ahead:

Is thinking about how to use an idea, practice or plan in the future? When we look ahead we consider something we have to do in the future and what we can do to ensure success. Change leaders who take the partnership approach make it possible for teachers to experience numerous opportunities to "look ahead" and explore how an idea might be shaped, adapted or reconstructed so that it fits with their way of teaching and meets the needs of their children. This is reflection for practice.

Whether looking back, looking at, or looking ahead, teachers are quintessential "knowledge workers" because so much of their professional practice involves thinking.

When leaders choose to do the thinking for teachers – by creating scripts, guides, step-by-step procedures to be followed blindly – they engage in short-term thinking.

"Professional thinking includes the ability to reflect on practice and to make informed decisions through well-conceived examination and analysis of pedagogy. It involves the thinking practitioners in articulating and evaluating practice and a continuous striving to improve"

(Speel 2005)

Reflective Practice

In the area of reflective practice fixed and growth mindsets influence peoples' approaches. Getting into growth mindset for reflective practice, where we are learning from our daily experiences, is much more of a challenge for many of us. Yet this is precisely where we need that growth mindset the most.

Fixed mindset people, because they set out to succeed, can find it difficult to journal their reflections and inquiries. When everything is designed around success and avoiding failure it can mean having very little to note down, especially when to ensure success the tried and true are relied on. It means fixed mindset people often find themselves journaling events and things like meetings, professional development sessions and what children did. They don't have much else to write about.

Growth mindset people, because they are curious and continually modifying and tweaking what they do have a lot more to think about. They create dilemmas, uncertainties and complexities through which they must wade. They will experience breakthroughs and epic failures and by doing so they are able to journal more multi-dimensionally thoughts, revelations, epiphanies and ideas. A fixed mindset professional journal focuses on what happened (events) and how (by what means events were achieved); growth mindset journals move beyond to the why (with deep understanding for rationale of why choices and decisions were made) and who (personal contributions to failure/success and how values, beliefs, mental models and personal biases impacted on choices and decisions).



Evidence of Reflective Practice

A process for collection of evidence of your practice to bring to a registration meeting:

1. Take an example of your practice. This could be a/an:
 - Learning story
 - Report you have written
 - Internal Evaluation you have been part of
 - Incident you have documented
 - Process you have developed and implemented
 - Excerpt from staff meeting minutes
 - Planning documentation
 - Observation of your practice by a colleague
 - Documented feedback you have received
 - Professional reading
 - Policy you have reviewed and measured your practice against
 - Observation and reflections of others' practice e.g. visits to other centres/services
2. Reflect on how this evidence represents or does not represent good practice. Use theory and other documents to guide you.
3. Demonstrate how this does/could support positive outcomes for children.
4. Identify how you could grow your practice in this area to support outcomes for children.
5. Identify one or more of the standards that are being demonstrated in this example of your practice.

Some examples of theory to support kaiako to recognise and document quality practice:

- Licensing Criteria for Early Childhood Education and Care Centres (2008)
- Te Whāriki He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum (2017)
- Readings / Books
- ERO National Reports
- He Pou Tātaki – How ERO reviews early childhood services (2013)
- Ngā Arohaehae Whai Hua - Self-Review Guidelines for Early Childhood Education (2006)
- Code of Professional Behaviour
- Our Code: Our Standards (2017)
- Tātaiako

Questionnaire and Examples of Templates

The Learning Diamond Questionnaire

Finding a starting point... and an ending point for my learning.

STEP 1

The first thing to do is work through this reflective exercise with your support person. On the following three pages are 40 reflective statements which link with the Standards. Place a cross through the square that best represents how you feel you perform against each one. There are two rows of squares to complete. At the start of the registration process complete the top row for each statement. Repeat the exercise at the end of the second year but using the second row of dark squares.

If you feel you display the characteristic statement to a great extent circle 5 or 6

If you feel you display the characteristic statement to a fair extent circle 3 or 4

If you feel you display the characteristic statement to a little extent circle 1 or 2

For example:

To what extent do you believe you are:		1	2	3	4	5	6
1	Self motivated and able to initiate my own learning opportunities to advance my personal knowledge and skills?						

Complete top row at start of year

Complete bottom row at end of 2nd year

Columns numbered 5 and 6 are coloured to indicate that by the end of year two, a registering teacher would be expected to be consistently operating here. This is the benchmark.

STEP 2

Transfer your scores for each statement to the table provided. There are two columns under each heading. 'MI' ('My Initial' perception at the start of my Learning Cycle) and 'MC' ('My Concluding' perception at the conclusion of my Learning Cycle).

Add your perception scores together in your MI columns placing the total in the boxes at the bottom of the table.

Plot your scores on the appropriate axis. Join your four dots to form a four sided shape. You now have a starting position upon which to start developing a learning plan for your yourself.

The shaded diamond is the minimum benchmark for a registering teacher working towards full registration. By the end of your second year it would be anticipated that you would be able to achieve at or beyond this level. This means operating beyond the grey diamond. What the Professional Learning programme aims to do is assist you to achieve this benchmark level, and beyond, so that your growth and learning are optimised throughout each year.

The first step at the start of the year is to work through this exercise so that you can affirm and also identify those areas you may wish to consider developing and growing this year. Towards the end of the year you will repeat step two to identify those areas of growth you have enjoyed throughout the year. The data provides you with a record of your professional learning throughout the year.

To what extent do you believe you are:		1	2	3	4	5	6
1	Self motivated and able to initiate my own learning opportunities to advance my personal knowledge and skills?						
2	Reflective - constantly reflecting on my teaching practice and reflecting on how I can work to enhance children's achievement?						
3	Modifying my teaching approaches to address the needs of individuals and groups of ākonga to enable me to develop relationships.						
4	Able to acknowledge and respect the languages, heritages and cultures of all ākonga in ways which allow me to contribute effectively to learning.						
5	Managing myself and my teaching in ways which comply with relevant statutory requirements.						
6	Demonstrating commitment to my ongoing professional learning and development of my professional practice – to broadening my thinking?						
7	Engaging in ethical, respectful, positive and collaborative relationships with ākonga?						
8	Participating responsively in professional learning opportunities within our learning community?						
9	Taking all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe?						
10	Able to articulate clearly the aims of my teaching, give sound professional reasons for adopting these aims and implementing them?						
11	Fostering trust, respect and co-operation with and among ākonga?						
12	Demonstrating effective management of my learning environment by successfully using various strategies to engage and motivate ākonga?						
13	Successfully selecting approaches, resources, technologies and assessment activities which are inclusive and effective for diverse ākonga?						

To what extent do you believe you are:		1	2	3	4	5	6
14	Analysing assessment information to identify progress and ongoing learning needs of ākongā?						
15	Communicating assessment and achievement information to relevant members of our learning community?						
16	Through my planning and teaching demonstrating knowledge and understanding of relevant content, disciplines and curriculum documents?						
17	Effectively addressing the educational aspirations of ākongā Māori by communicating and displaying high expectations for their learning?						
18	Using assessment information to give regular and ongoing feedback to guide and support further learning?						
19	Engaging in ethical, respectful, positive and collaborative relationships with teaching colleagues, support staff and other professionals?						
20	Enabling ākongā to make connections between their prior experiences and learning and their current learning?						
21	Facilitating high quality learning opportunities for children which link clearly to enhanced children's achievement?						
22	Analysing assessment information to reflect on and evaluate the effectiveness of my teaching?						
23	Identifying professional learning goals in consultation with colleagues?						
24	Providing opportunities and supporting ākongā to engage with, practice and apply new learning to different contexts?						
25	Showing enterprise in my teaching by seizing upon and using unplanned spontaneous teaching opportunities to deepen childrens' learning.						
26	Systematically and critically engaging with evidence and professional literature to reflect on and refine my practice?						

To what extent do you believe you are...		1	2	3	4	5	6
27	Engaging in ethical, respectful, positive and collaborative relationships with whānau and other carers of ākonga?						
28	Demonstrating knowledge and understanding of social and cultural influences on learning by working effectively in multi-cultural/bi-cultural settings?						
29	Acting as an appropriate role model and acting in ways which do not detrimentally impact on children or my colleagues.						
30	Responding professionally and proactively seeking feedback from colleagues in my learning community?						
31	Practicing and developing the relevant use of te reo Māori me ngā tikanga-a-iwi?						
32	Demonstrating respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi?						
33	Establishing high personal goals for myself and children.						
34	Critically examining my own beliefs and how they impact on my professional practice and the achievement of ākonga?						
35	Engaging in ethical, respectful, positive and collaborative relationships with agencies, groups and individuals in the community?						
36	Participating and contributing fully to the life of the centre?						
37	Able to absorb potentially threatening professional feedback and let it impact positively on my teaching?						
38	Assisting ākonga to think critically about information and ideas and to reflect on their learning?						
39	Encouraging ākonga to take responsibility for their own learning and behaviour?						
40	Fostering the involvement of whānau in the collection and use of information about the learning of ākonga?						

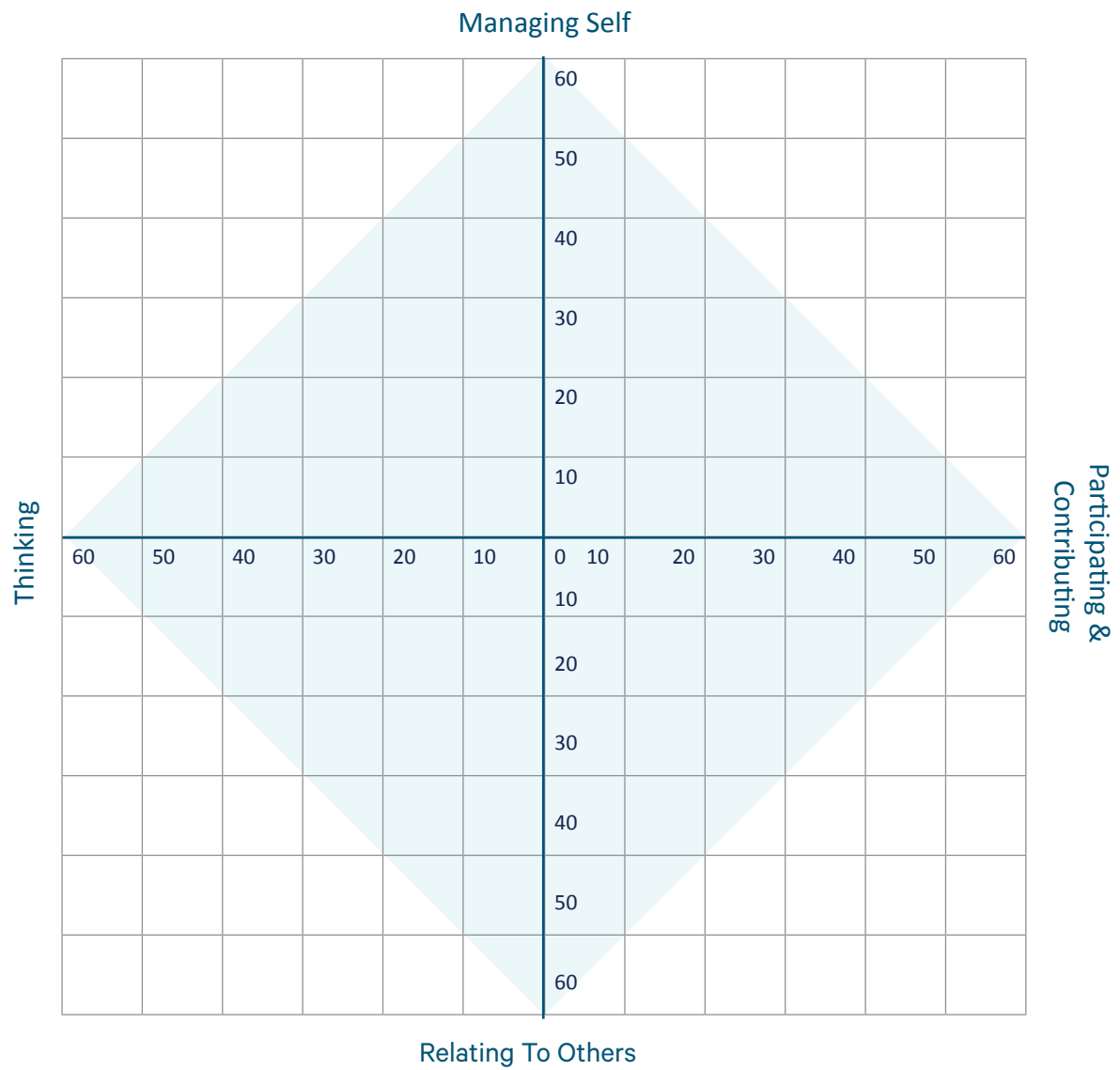
Summary

Managing Self				Thinking				Relating To Others				Participating And Contributing			
	MI		MC		MI		MC		MI		MC		MI		MC
1				2				3				4			
5				6				7				8			
9				10				11				12			
13				14				15				16			
17				18				19				20			
21				22				23				24			
25				26				27				28			
29				30				31				32			
33				34				35				36			
37				38				39				40			
	Total		Total		Total		Total		Total		Total		Total		Total

Now plot your totals on the following grid.

Looking at the shapes you have drawn, discuss the similarities and where any divergence in perceptions may occur. Go back to the actual questions to help you here.



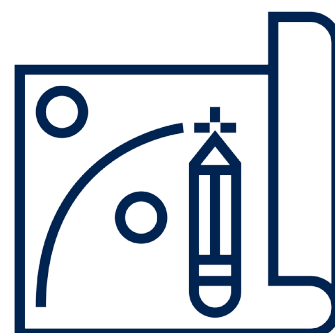


Setting Inquiries/Goals for the Year

Example of Template 2.

These need to be set at the start of each year of the process. Your inquiries/goals will come from one of the questions of the Learning Diamond (which link to the Standards) and should also, if possible, link to the Centre/Service Strategic Plan.

Reflect on your Centres/Service Vision and Strategic Plan:	
Where do your inquiries/goals link?:	
Does your chosen area of growth align with where the Centre/Service is developing and improving?:	
My Inquiry/Goals for 201_:	
1	To build continuity of learning into formative assessment documentation for individual children to build their identity as a successful learner. (Q. 21, 22, 23, 24, 25)
2	To develop teaching practices that promote the language, culture and identity of Māori children who attend our centre. (Q. 4, 13, 17, 28, 31, 32)
3	<ul style="list-style-type: none"> To respond professionally and proactively seek feedback from colleagues in my learning community. (Q.30) To absorb potentially threatening professional feedback and let it impact positively on my teaching. (Q.37)



Professional Inquiry Goal Clarification

Example of Template 3.

Inquiry Goal Setting

Date:	
What inquiries/goals will expand your professional capabilities?	
Inquiry Goal:	To develop teaching practices that promote the language, culture and identity of Māori children who attend our centre.
Agreed Indicators of Quality Practice: (In relation to the Inquiry Goal set):	
1.	My practice supports the Māori language to both survive and thrive in our centre. (Te Whāriki, 2017).
2.	Leadership is evident to ensure all teachers practice and develop the relevant use of te reo Māori in context (Job Description).
3.	Documentation in profile books shows how Māori children are supported to achieve success as Māori (ERO's approach to reviews, 2011. Page 34).
Actions I will take which will demonstrate progress towards meeting agreed indicators of Quality Practice	
Kaiako	<ol style="list-style-type: none"> 1. Gather reflections over a 3 week period on how often I use te reo in my teaching and where in the centre. 2. Gather reflections on how I contribute as a team member to encourage other kaiako in ensuring the language, culture and identity of Māori children are promoted. 3. Refresh my knowledge and understanding of implementing Tātaiako and come up with some teaching strategies I can use that will support this. 4. Analyse profile books of Māori children who attend and identify what they are achieving and how we are planning to support their learning so they achieve success.
Support required from Mentor	<ul style="list-style-type: none"> • Feedback on my teaching practice in relation to ensuring te reo Māori thrives and survives. • Feedback on how I am supporting and encouraging other kaiako to grow in this area of their practice.
Evaluation of actions taken and summary of discussion with mentor:	
Discussion held 8/9/2017 (Summarise here discussion of new learning as a result of undertaking action steps above.)	
Outcomes for my teaching practice. (Evidence in my Practice)	
Outline here changes to practice as a result of analysing the data collected in the Action Steps and as a result of the discussion. Implement proposed changes to practice.	

Example of Template 3 - cont.

Impact on Outcomes for Children's Learning:
Evaluate impact on changes to practice for children.
Conclusion: (Summary of conversation between kaiako and mentor)
Summarise achievements, evidence, and challenges faced.
Link to Standards for the Teaching Profession:
STP 1 & 6

Observation and Feedback

Example of Template 4.

Formal Observation of Practice (Mentor/Peer)

Teaching practice observed:	
Managing challenging behaviours of children.	
Date:	
Mentor	Kaiako
What's happening?	What am I becoming aware of?
During my observations I have noted that when dealing with managing children's challenging behaviours, the main teaching technique you use is redirecting and applying consequences eg removing equipment; providing distraction by offering another activity.	
What's not happening?	What am I becoming aware of?
I would like to see some instances when you use difficult situations such as the above to do some 'intentional teaching' which will result in children developing and learning about social competence. These tricky situations can become teachable moments where real learning can happen.	
What are some possible options for improvement?	How can I implement these options?
Read Lilian's Katz's article 'The Professional Teacher' and think about what you can use from this. Read 'Use Your Words' by Carol Garhart Mooney and reflect on how you could improve 'teacher talk'. Talk with your colleagues about their ideas on developing social competence in children.	

Meeting Records

Example of Template 5.

Meeting: Action Plan

Date:		
Kaiako:		Mentor:
Time:		
Discussion Topic/Inquiry/Goal Set	Action Plan	Time Frame/Support
Inquiry/Goal 1 Develop teaching practice that promotes the language, cultures and identity of Māori children.	1. Keep some reflections of how often I use te reo and where in Centre. 2. Read Tātaiako and document new learnings ready to discuss next meeting.	14th April.
Reflections we discussed today – <ul style="list-style-type: none"> Morning tea routine Setting up the environment in the morning Discussions with parents about their child's learning priorities. 	Follow up original reflections with observations on the changes I have made to my practice, and the impact these have on outcomes for children. Seek feedback from a colleague re the morning tea routine	14th April
Professional Development course <ul style="list-style-type: none"> Formative assessment. 	Talk to management about accessing funds to attend this course. Enrol and attend. Write a reflection on the impact on my assessment practice as a result of the professional development. Share this at the next staff meeting.	21st May
Next meeting date		

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