

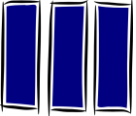
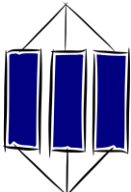
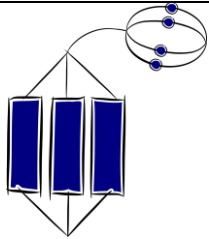


SOLO Rubric Registered Teacher Criterion#12	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
Learning Intention <i>[verb] [content] [context]</i>	<i>[Needs help]</i>	<i>[if directed]</i>	<i>[aware but no reasons – makes mistakes]</i>	<i>[purposeful – strategic – knows why and when – can identify and self correct mistakes]</i>	<i>[new ways -seeks feedback to improve – acts as role model – teaches others]</i>
RTC#12: use critical inquiry and problem-solving effectively in their professional practice ¹ .	I need help to use critical inquiry and problem-solving effectively in my professional practice.	I can use critical inquiry and problem-solving effectively in my professional practice if directed.	I can use critical inquiry and problem-solving effectively in my professional practice. However, I am not sure how or why I am doing this and I make mistakes.	I can use critical inquiry and problem-solving effectively in my professional practice. I can explain how and why I do this.	I use critical inquiry and problem-solving effectively in my professional practice. I can explain how and why I do this. I seek feedback to improve my use of critical inquiry and problem-solving.
Effective strategies					

¹ systematically and critically engage with evidence and professional literature to reflect on and refine practice | respond professionally to feedback from members of their learning community | critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga Refer - <http://www.teacherscouncil.govt.nz/rtc/w8-sat.doc>