## **HookED - Professional Standards for Primary Principals - Areas of Practice - Pedagogy**

PEDAGOGY  Create a learning environment in which there is an expectation that all students will experience success in learning.	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Creates learning environments through:	[Needs help]	[if directed]	[aware but no reasons – makes mistakes]	[purposeful – strategic – knows why and when – can identify mistakes]	[new ways -seeks feedback to improve – acts as role model – teaches others]
Promoting, participating in and supporting ongoing professional learning linked to student progress.  Promote, Participate in and Support	Needs help to promote, participate in and support ongoing professional learning linked to student progress.	If prompted or directed can [do this] using "for solutions" that are "delivered to the school community".  Via instruction, command and coercion	Can develop and or implement "for solutions" are "delivered to the school community".  Via instruction, command and coercion	Can develop and or implement "with solutions" that are "devised cooperatively by school community".  Via self-motivation and DIY initiatives.	And subject these "with solutions" to regular and open review with and by; the school community and critical friends.  Empower school communities to promote, participate in and support ongoing professional learning linked to student progress.
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				



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Creates learning environments through:	[Needs help]	[if directed]	[aware but no reasons – makes mistakes]	[purposeful – strategic – knows why and when – can identify mistakes]	[new ways -seeks feedback to improve – acts as role model – teaches others]
engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.  • Engage with • Share	Needs help to [engage with staff and share knowledge about effective teaching and learning in the context of the New Zealand curriculum documents].	If prompted or directed can [do this] using "for solutions" that are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using "for solutions" are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using  "with solutions" that are "devised cooperatively by school community".  Via self-motivation and DIY initiatives.	And subject these "with solutions" to regular and open review with and by; the school community and critical friends.  Empower school communities to engage and share knowledge about effective teaching and learning.
Effective strategies – suggested next steps					



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Creates learning environments through:	[Needs help]	[if directed]	[aware but no reasons – makes mistakes]	[purposeful – strategic – knows why and when – can identify mistakes]	[new ways -seeks feedback to improve – acts as role model – teaches others]
Ensuring staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students. • Ensure	Needs help to <b>ensure</b> staff members engage in professional learning	If prompted or directed can [do this] using "for solutions" that are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using "for solutions" are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using  "with solutions" that are "devised cooperatively by school community".  Via self-motivation and DIY initiatives.	And subject these "with solutions" to regular and open review with and by; the school community and critical friends.  Empower school communities to ensure staff members engage in professional learning
Effective strategies – suggested next steps					



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PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning. Creates learning environments through:	Prestructural  [Needs help]	Unistructural [if directed]	Multistructural  [aware but no reasons – makes mistakes]	Relational [purposeful – strategic – knows why and when – can identify mistakes]	Extended abstract  [new ways -seeks feedback to improve – acts as role model – teaches others]
Ensuring that the review and design of school programmes is informed by school-based and other evidence.  • Ensure	Needs help to <b>ensure</b> that the review and design of school programmes is informed by school-based and other evidence.	- if prompted or directed can [do this] using "for solutions" that are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using "for solutions" are "delivered to the school community".  Via instruction, command and coercion	Can [do this] using  "with solutions" that are "devised cooperatively by school community".  Via self-motivation and DIY initiatives.	And subject these "with solutions" to regular and open review with and by; the school community and critical friends.  Empower school communities to ensure that the review and design of school programmes is informed by school-based and other evidence.
Effective strategies – suggested next steps	Charles Leadbeater on For, to, with and by				



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PEDAGOGY					
Create a learning					
environment in which					
there is an expectation					
that all students will					
experience success in	Daniel and and				
learning.	Prestructural	Unistructural	Multistructural	Relational	Extended abstract
Creates learning	[Needs help]	[if directed]	[aware but no reasons	[purposeful – strategic	[new ways -seeks
environments through:			– makes mistakes]	– knows why and when	feedback to improve –
				– can identify mistakes]	acts as role model – teaches others]
Maintaining a	Needs help to maintain	– if prompted or	Can [do this] using "for	Can [do this] using	And subject these
professional learning	professional learning	directed can [do this]	solutions" are	"with solutions" that	"with solutions" to
community within	community within	using " <b>for</b> solutions"	"delivered <b>to</b> the	are "devised	regular and open
which staff members	which staff members	that are "delivered <b>to</b>	school community".	cooperatively <b>by</b> school	review with and by; the
are provided with feedback and support	are provided with	the school community".	,	community".	school community and
on their professional	feedback and support	,		,	critical friends.
practice.	on their professional		Via instruction,		
•	practice	Via instruction,	command and coercion	Via self-motivation and	Empower school
		command and coercion	communa and coercion	DIY initiatives.	communities to
Maintain		commana ana cocrcion		DIT miliatives.	maintain a professional
					learning community.
Effective strategies –	Charles Leadbeater on				
suggested next steps	For, to, with and by				



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o] [if directed]	[aware but no reasons – makes mistakes]	[purposeful – strategic – knows why and when – can identify mistakes]	[new ways -seeks feedback to improve – acts as role model – teaches others]
alyse – if prompted or	Can [do this] using "for	Can [do this] using	And subject these
ool- directed can [do this]	solutions" are	"with solutions" that	"with solutions" to
n using " <b>for</b> solutions"	"delivered <b>to</b> the	are "devised	regular and open
to that are "delivered <b>to</b>	school community".	cooperatively <b>by</b> school	review with and by; the
g for the school community".		community".	school community and
a			critical friends.
on	Via instruction.		
(a Via instruction.	<b>'</b>	Via self-motivation and	Empower school
command and coercion			communities to <b>analyse</b>
			and <b>act upon</b> school-
			wide evidence on
			student learning
by			
1 1 C k	nalyse — if prompted or directed can [do this] using "for solutions" that are "delivered to the school community".  To that are "delivered to the school community".  To the school community".  To the school community are the school community.	— makes mistakes]  — makes mistakes]  — makes mistakes]  — makes mistakes]  — can [do this] using "for solutions" are "delivered to the school community".  — the school community".  — the school community".  — with a re "delivered to the school community".  — with a re "delivered to the school community".  — with a re "delivered to the school community".  — with a re "delivered to the school community".  — with a re "delivered to the school community".  — with a re "delivered to the school community".  — makes mistakes]	- makes mistakes]  - knows why and when - can identify mistakes]  - lif prompted or directed can [do this] using "for solutions" are using "for solutions" that are "delivered to the school community".  - makes mistakes]  - knows why and when - can identify mistakes]  Can [do this] using "with solutions" that are "devised cooperatively by school community".  - knows why and when - can identify mistakes]  "with solutions" that are "devised cooperatively by school community".  - knows why and when - can identify mistakes]  "with solutions" that are "devised cooperatively by school community".  - knows why and when - can identify mistakes]  "with solutions" that are "devised cooperatively by school community".  - Via instruction, command and coercion  Via self-motivation and DIY initiatives.

