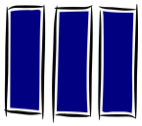
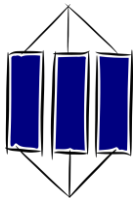
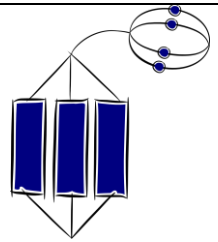
HookED - Professional Standards for Primary Principals - Areas of Practice - Pedagogy

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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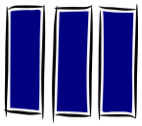
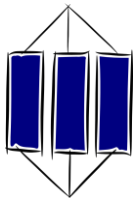
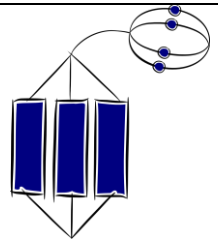
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
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engaging** with staff and **sharing** knowledge 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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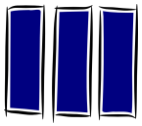
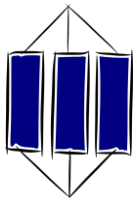
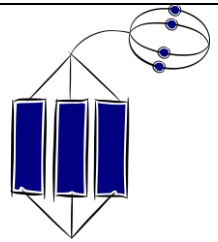
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
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***Ensuring** staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.* • **Ensure**	Needs help to ***ensure** 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*
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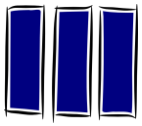
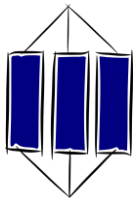
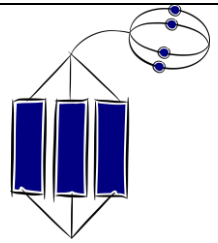
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
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Ensuring that the review and design of school programmes is informed by school-based and other evidence. • **Ensure**	Needs help to **ensure** 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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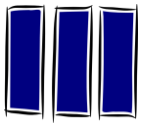
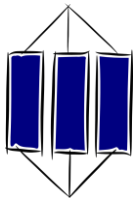
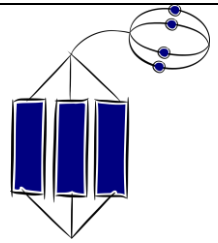
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
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Maintaining a professional learning community within which staff members are provided with feedback and support on their professional practice. • **Maintain**	Needs help to **maintain** professional learning community within which staff members are provided with feedback and support on their professional practice	– 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 maintain a professional learning community.*
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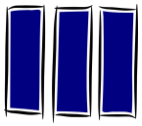
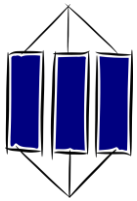
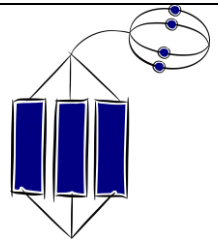
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
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Analysing and **acting upon** school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students. • **Analyse** • **Act upon**	Needs help to **analyse** and **act upon** school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	– 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 **analyse** and **act upon** school-wide evidence on student learning*
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