

Professional Relationships Leader Self-reflection

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.



Elaboration of the Standard

- Engage in reciprocal, collaborative, learning-focused relationships with:
 - learners, families and whānau
 - 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.

Name: _____

Date: _____

Leading

1. What new relationships have you developed this year?

2. How do you maintain existing relationships?

3. What have you learnt this year about developing and maintaining relationships?



Professional Relationships

Leader Self-reflection



4. What feedback have you sought or received about your professional relationships with students, teachers and whānau? How has this feedback contributed to your leadership development?

5. Which relationships have you found the most challenging to develop or maintain and how did you respond? Think about what you can be proud of and what else needs to happen where things didn't go as well as you expected.

Enabling

6. How do you ensure whānau have a voice?

7. How do you interact with whānau so that they know you value their contribution?



Professional Relationships

Leader Self-reflection



8. How have you supported kaiako to build their professional relationships with:

- each other?

- students?

- whānau?

9. What do you do to enable and ensure the sharing of student progress information with staff, students and whānau? How effective are your current practices?

Role Modelling



10. How have you supported learners by working collaboratively and by keeping the focus on learning?

11. When you are working with others, how do you know if you have communicated with clarity and purpose?



Professional Relationships

Leader Self-reflection



12. What do you think teachers and other staff would say about your relationships with them?
How have you sought feedback?

Next Steps

13. How would you rate your relationships with outside groups who support your school such as agencies, and community groups?

- On a scale from 1–5, 5 being excellent and 1 being poor, how would you rate the strength of each of the professional relationships you have with the agencies and community groups you work with?
- Which of these relationships require more focus in the future?

Agency/Group	Rating	Increase focus?
	(Poor) 1 2 3 4 5 (Excellent)	Y/N
	(Poor) 1 2 3 4 5 (Excellent)	Y/N
	(Poor) 1 2 3 4 5 (Excellent)	Y/N
	(Poor) 1 2 3 4 5 (Excellent)	Y/N
	(Poor) 1 2 3 4 5 (Excellent)	Y/N
	(Poor) 1 2 3 4 5 (Excellent)	Y/N



Ngā Hononga Ngaio

Te Huritao Whaiaro a te Kaihautū

Me whakaū, ā, me whakapūmau i ngā hononga ngaio me ngā whanonga e arotahi ana ki te akoranga me te whaioranga o ia ākongā.



Te Roanga atu o te Paerewa

- Me whai hononga akoranga i runga o te mahi ngātahi:
 - ki ngā ākongā me ngā whānau
 - ki ngā hoa kaiako, ki ngā kaimahi tautoko me ētahi atu o ngā mātanga ngaio
 - ki ngā pūtahi, ki ngā rōpū me te tangata takitahi o te hapori.
- Me tōtika te whakawhiti kōrero ki ētahi atu.
- Me mātātoa te whai wāhi, te mahi ngātahi ki te whakapakari i āku ake whakaritenga mahi, me te whakaatu i tōku taha kaihautū, i roto tonu i ngā wāhanga haepapa e kawea ana e au.
- Me whakawhiti i ngā aromatawai mō te akoranga me ngā kōrero paetae i runga o te mārama me te tika.

Tō Ingoa: _____

Te Rā: _____

Te Hautū, te Ārahi

1. He aha ngā taura tangata hou kua whiria e koe i tēnei tau?

2. E aha ana koe hei tiaki, hei whakapūmau i ngā taura tangata kua oti kē te whiri?

3. He aha ngā mea kua ākona e koe i tēnei tau e pā ana ki te whiri me te whakapūmau taura tangata?



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Te Huritao Whaiaro a te Kaihautū



4. He aha ngā kōrero kua kimihia e koe, kua tae mai rānei ki a koe mō ō hononga ngaio ki ngā ākongā, ngā kaiako me ngā whānau? He aha te pānga mai o aua kōrero ki tō whanake haere hei kaihautū?

5. Ko ēhea taura tangata i uaua tonu ki a koe te whiri, te tiaki rānei? I pēhea tō urupare ki aua uauatanga? Whakaarohia ngā mea i pai ai tō urupare atu, me ērā kāore i eke te pai ki tāu i whai ai.

Te Tautāwhi



6. Ka aha koe kia rangona mārireitia ai ngā reo, ngā whakaaro o ngā whānau?

7. He pēhea te āhua o ō kōrero, o ō whanonga e mōhio ai ngā whānau e uaratia ana e koe tā rātou whai wāhi mai me ō rātou whakaaro?



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8. He pēhea tō tautoko i ngā kaiako ki te whakapakari ake i ō rātou hononga ngaio:

- i waenganui i a rātou anō?

- ki ngā ākonga?

- ki ngā whānau?

9. He aha ō mahi e āta tohaina ai ngā pārongo mō te koke haere o ngā ākonga ki ngā kaimahi, ngā ākonga me ngā whānau? Kei te pēhea nei te kaha whaihua o ēnei mahi āu o tēnei wā?

Te Tū hei Tauira



10. Kua pēhea nei tō tautoko i ngā ākonga i roto anō i ō mahi tahitanga ki ētahi atu me tō arotahi tonu ki tēnei mea, te ako?

11. I a koe e mahi tahi ana ki ētahi atu, he aha koe i mōhio ai, kua mārama pai rātou ki ō kōrero me te whāinga o ō kōrero?



Ngā Hononga Ngaio

Te Huritao Whaiaro a te Kaihautū



12. Ki tō mōhio, ka pēhea ngā kōrero a ngā kaiako me ērā atu kaimahi mō ō hononga ki a rātou?
He pēhea nei te āhua o tō kimi i ō rātou whakaaro ki tētahi take?

Ngā Kokenga ki Tua

13. Ki ō whakaaro, e pēhea rawa ana te pai o ō hononga ki ngā rōpū o waho e tautoko mai ana i tō kura, pērā i ngā pūtahi kāwanatanga me ngā rōpū o te hapori?

- I tētahi āwhata 1–5, ko te 5 e tohu ana i te mutunga mai o te pai, ko te 1 e tohu ana kāore i pai, ka pēhea tō whakatau i te kaha o ō hononga ngaio ki ngā pūtahi me ngā rōpū i te hapori e mahi tahi atu ana koe ki a rātou?
- Ko ēhea ngā hononga, ngā taura tangata me kaha ake tō poipoi, tō manaaki ā ngā rā e heke mai nei?

Pūtahi/Rōpū	Āwhata	Me kaha ake te poipoi?
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo
	(Kāore i pai) 1 2 3 4 5 (Tino pai rawa)	Āe/Kāo