

# Teaching: Self-reflection

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Think of a lesson you taught recently to answer the following questions:

Which lesson is this reflection based on?

Date	Subject	Class
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1. At the start of the lesson, I let students know:

- what they would be learning.
- why they would be learning that.
- what they would be doing.

True	False
True	False
True	False

2. During the lesson I talked for:

Less than 5 mins	5–10 mins	10–15 mins	15–20 mins	More than 20 mins
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3. During the lesson:

	Proportion of lesson time (%)
I sat for approximately	
I stood for approximately	
I moved around for approximately	
	100%

4. What proportion of the students were engaged fully in the lesson?

Less than half	About half	Most	All
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5. During the lesson I spoke, individually, to (number) \_\_\_\_\_ students about what they were learning (that is, not about their behaviour).

6. During the lesson, I used:

- whole class activities.
- group work.
- pair work.
- individual tasks.

Yes	No
Yes	No
Yes	No
Yes	No

7. I tried something new during the lesson.

True	False
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If true, what and how did it go?

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8. What worked well for my target/priority students (that is, students I need to work differently to support) was:

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9. Next time I would change:

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10. At the end of the lesson I gathered student reflective feedback to monitor their learning (for example, through exit slips or another strategy).

True	False
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# Learning Focused Culture: Self-reflection

Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Think of a lesson you taught recently that involved class discussion and group activities.

Which lesson is this reflection based on?

Date	Subject	Class
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1. During the lesson:

- How many students asked a question about what they were learning?
- How many students answered a question?
- How many students participated in class discussion?
- Did any of my priority/target students ask or answer a question?
- Did any of my priority/target students participate in class discussion?

	Yes	No
	Yes	No

2. Is this what I expected?

No, it's fewer than I expected.	Yes, it's about what I expected.	No, it's more than I expected.
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3. The criteria I used to group students for group activities was/were:

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4. What I did to encourage everyone to participate in group or class activities was:

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5. Of all 'student talk' during the lesson, what proportion was about the learning, that is, 'on task'?

Less than half	About half	Most	All
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6. If a visitor came into my classroom, they could tell that learning is important because:

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7. I know that the students feel comfortable and valued in my class because:

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8. What proportion of my students could have told someone else what they are learning, and why?

Less than half	About half	Most	All
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9. To further strengthen the learning culture in my classroom, I could:

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# Design for Learning: Self-reflection

Design learning based on curriculum and pedagogical knowledge, assessment information, and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

Think of a lesson or unit you planned recently to answer the following questions/statements.

Which plan is this reflection based on?

Date	Subject	Class
Topic	Learning Outcome	

1. I felt confident in my knowledge of the content for this plan.

True

False

2. My plan is based on my students' prior knowledge.

True

False

3. The things that I took into account when I was planning this lesson/unit were:

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4. Some of the ways that those things influenced my plan are:

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5. The things I took into account when I was planning the learning activities were:

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6. The things I took into account when I was selecting the resources were:

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7. Students contributed their ideas and knowledge about:

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8. Changes I would make if I taught this again:

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# Te Tiriti o Waitangi Partnership: Self-reflection

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Name	Date
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## My Learners

1. How many of my learners are Māori?
2. Of those, how many have local iwi connections?
3. How do you support Māori students to share their cultural knowledge and tikanga?

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## Our Place, Our People

4. Think about a unit of work you have taught. How did you:
  - a. include a local context?  

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  - b. incorporate tasks, activities or events that acknowledge the mana whenua?  

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5. Over the past year, how has your practice changed to reflect the educational aspirations of local iwi, hapū and whānau?  

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## Te Reo me ngā Tikanga

6. What have you done this year to improve your understanding of te reo Māori and tikanga Māori?

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7. In your classroom, for which of the following purposes did you deliberately use te reo Māori? Tick all that apply:

- Promote its use
- Instruct
- Praise
- Question
- Give feedback and feedforward
- Other (please specify).


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8. If a visitor came into your classroom, how would they know that te reo Māori and tikanga are important?

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## Next Steps

9. What do your responses mean for you going forward?

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# Professional Learning: Self-reflection

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Name	Date
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1. What has been the focus of your professional learning this year?

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2. What difference were you hoping this would make for your students?

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3. Which of the following professional learning opportunities have you engaged in?  
Tick all that apply:

- Research
- Workshops
- Professional readings
- Professional discussions
- Peer feedback
- Learner feedback
- Observations
- Relevant professional networks
- Other (please specify).


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4. What were the key learnings for you?

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5. What did you try as a result?

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6. How did it go? Did it make the difference you were expecting?

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7. What impact has your learning had on your practice?

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8. What feedback have you had from your students about changes you have made?

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9. Have you shared what you learned with your colleagues?  Yes  No

10. What do you think you need to focus on next?

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# Professional Relationships: Self-reflection

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

Name	Date
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## Communication

1. What opportunities have you created this year to engage in professional conversations about learning and achievement with:

a. students?

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b. whānau?

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c. colleagues?

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2. How have you used what you learned from professional conversations to improve student learning?

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3. How do you know that the way you communicate assessment and achievement information is useful and makes sense to:
- a. students?

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- b. whānau?

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### Collaboration

4. What is an example of how you collaborated recently with:
- a. learners, family and whānau?

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- b. your colleagues?

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- c. agencies, groups and/or individuals in the community?

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5. What have you done this year to strengthen your professional relationships?

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## Contribution

6. Do you actively participate in and contribute to:

- staff meetings?
- syndicate/department meetings?
- whānau hui?
- a professional community (e.g. a cluster, a subject association, a kāhui ako)?
- another organisation?

Yes	No
Yes	No
Yes	No
Yes	No

## Next Steps

7. What will you do differently, going forward?

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