Al-Madinah School

Standards for the Teaching Profession - Quality Practice at Al-Madinah School

Specific qualifications:

- Appropriate qualifications to be able to teach English, Social Studies and History.
- Having knowledge of Geography would be an advantage.

Quality Practice - *Standards for the Teaching Profession*

Standard	Elaboration of the standard	Quality practices we use at Al-Madinah School that connects with this standard	What evidence do you use that demonstrates these quality practices?
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.	● Teaching utilises inclusive practices for Maori Learners. ● Commitment to further my understanding of the Treaty of Waitangi ● Respecting the Maori protocols. ● Te reo and tikanga Maori integrated into the curriculum plan and delivery. ● Making connections and involving local Maori iwi for classroom/school learning opportunities. ● Making connections with local schools to get their kaupapa involved with our learning. ● Connections with local Marae and Maori community and using their site for learning about Maori culture and history	• Use of Te Reo language in school • Haka, Waiata, Poi movements, Powhiri Maori songs in classrooms and school assemblies • Planning includes Maori cultures and history • Trips to Marae and other Maori community sites • Waitangi Day celebration • Maori protocols are followed by staff and Learnerss when required. • Relevant EOTC

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Professional Learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.	• Commitment to development of own skills and knowledge on content, and pedagogies. • Participate in relevant PLD. • Do collaborative planning at class level, departments and as a school. • Participate in school-wide and department reviews. • Share and implement the knowledge and skills gained from PLDs. • Show knowledge of current educational changes, practices and developments. • Show commitment to achieve school and department targets. • Demonstrate proficiency in NZC • Demonstrate knowledge of NAG requirements. • Show understanding and use of teaching/learning assessment cycle. • Collect feedback from learners, colleagues, whanau and educational professionals. • Analyse and respond to the feedback collected. • Show inclusiveness of Islamic knowledge and practices.	• Collaborative plans • Attendance to PLDs • Notes and reflection on reviews • Teacher observation notes, conversation notes and reflections (peer observation and observation in other schools) • Current and up to date curriculum knowledge • Reflections from professional readings • Evidence of application of relevant PLDs • Consistency around teaching and learning around the school • Documentation(interlead) on progress made on PGC • Meaningful planning and learning taking place in the classrooms. • Using feedback in improving planning, delivery of lessons and in Learners achievement. • Learners voice • Learners efficacy • Learners agency • Self- regulated learning assessment and monitoring

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Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: ● learners', family 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 information.	• All parents/whanau are welcomed and encouraged to participate fully in their child's learning journey. • Respecting each other in all dealings and interactions, doing what you say you will do, completing tasks on time with accuracy. • Identifying and resolving conflicts quickly and effectively, as agreed in PLD in peer mediation/MOE UBRS(understanding behaviour and responding safely). ● Establish constructive relationship with Learners', parents, professional agencies and community and liaise with RTLB/LSC/SENCO/Counsellors/Dean/AP/P/colleagues. ● Attend and contribute to departmental /staff /cluster/subject association meetings. ● Contribute to curriculum planning, analysing and presenting assessments data to relevant groups. ● Work collegially with other staff, share resources, ideas and elements of professional learning with departments and colleagues. ● All staff need to engage in conversations with leadership and report incidents to the HOD pastoral care/ counsellor in regards to Learners' disclosures including physical, verbal and mental abuses. ● Adhere to the special character of the school.	• Learners' voice and parents' voice • Colleagues' voice • Well- being survey • Staff reports • Learners reports • Daily observations and conversations • Teacher notes and minutes • Reflection sheets • Peer mediators notes • Feedback from guidance counsellors, SWISS, RTLB, LSC, Deans, APs • Participation with CoL goals • Attendance to meetings • Reflections on meetings • PAT, Probe, e-asTTle, unit test, EOY exams, mock exams, NCEA assessments and exams, running record, JAM, STAR • Teacher planning/team planning • Counsellor notes/ referrals/emails • Attending to salah, taleem and PLDs. • Dress code and segregation policy followed

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Learning-focused culture Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities.	• Use flip teaching and learning concept to open education outside four walls, hoping learners can learn at their own pace, when and where and at their own timing. • Integrate Islamic values in the lesson. • Integrates Maori/Te Reo in lesson where appropriate. • Use appropriate digital technology to support learning. • Integrate 21st century learning strategies (self regulated, • Classroom programmes cater for all types of learners (low ability, special needs, GAT, physical disability). • Critically reflect/ inquire into own teaching and learning. • Actively participates in own professional growth. • Set up learning activities that will allow collaboration amongst the leaners. • Clean, tidy and safe classroom environment. • Learnerss show respect to each other and to the teachers. • Set high expectations. • Incorporate the strength and experiences of the Learnerss into teaching and learning. • Follow school policies, rules set in the staff handbook and other educational guidelines.	• Learners actively participate in classroom activities and discussions • Learners on task • Flip activities/learning • Task board showing activities for the week • Sharing of topics, LO and SC • Digital devices used in teaching and learning • Effective programmes in ILE areas • EOTC for learners • Displays on the walls • Planning/lessons show use of Te Rea Maori and Islamic values • Learners working in groups (collaborating) • Learners taking responsibility • Learners taking initiative • Planning and lessons cater for all types of learners • Neat and tidy classroom and the surrounding areas • Leaners are respectful to everyone • Learners reflect on their learning • Teachers evaluate and reflect

	Develop an environment where the diversity and uniqueness of all learners is accepted and valued. Meet relevant regulatory, statutory and professional requirements.		

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Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Informed by national policies and priorities.	• Demonstrate knowledge of subject area, and assessment theory and practices. • Use appropriate documents (NZC, LLP, NZQA website for versions, standards, our code, our responsibilities, LLP) for planning. • Planning cater for the individual needs within a class/group (special needs/ high ability Learnerss, low ability Learnerss, ESOL, GAT, and SAC). • Planning include Islamic knowledge and practices, Maori knowledge and practices (where relevant) and links to career pathways. • Planning include use of relevant digital tools and skills to be taught. • Planning include strategies to achieve the school and department targets. • Accurate assessment of Learnerss' achievement in all learning areas. • Use of a wide range of methods of assessments (summative, formative, research, test, portfolio, presentations...) • HODs to ensure that correct procedures are followed for moderation of all assessment data including NCEA internal and external moderation. • Ensure responding effectively to the diverse languages and cultural experiences of the Learnerss. • Quality and timely feedback and feed forward to Learnerss. • Foster positive relationship with families and community. • Participates in educational, cultural and sporting events.	• Teachers competent in their subject knowledge • Collaborative planning at year levels, departments and school wide • Records to show moderation of assessment data • Culturally responsive palnning • IEP/ group/differentiated planning • Accurate analysis of Learnerss' assessment data (PST, e-asTTle, Probe, NCEA assessments, mock exams, EOY exams, unit test, portfolios, external exams). • Assessment outcomes used to strengthen teaching and learning • NCEA internal moderation cover sheet completed accurately • Correctly select scripts for verification. • Internal moderation coversheet and the process fully completed • Culturally responsive planning • Teacher reflection • Learners and teacher conference • End of unit evaluation • Develop action plan for external moderation feedback • Evaluation of Learners work • Learners voice/feedback

			• Develop an action plan to improve Learnerss' achievement outcome • Lesson built on Learnerss prior knowledge and experiences • Use of seesaw/edge/google classroom/newsletter/ emails/phone calls /school website to communicate and establish relationship with whanau and community • Accurate completion of Learners reports. • Teacher and Learners participation in taleem and salah • Participation in (athletics, sport days, Iftari night, award ceremony, assemblies, EOTCs, etc). • Know your leaners well • Good rapport with the leaners

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Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.	• Topic of the lesson shared with the class. • Learning outcome(s)/learning intension(s) shared/ articulated with the Learnerss- (WALT). • Success criteria (SC) shared/ articulated with the Learnerss. • Purpose of the learning shared/ articulated with the Learnerss. • Keywords listed/displayed/explained. • Checked that Learnerss have achieved SC (in a variety of ways)- self/ peer/oral/ written/ • Checkpoints and ongoing feedback and feedforward given to Learnerss (portfolios, research). • Use a range and appropriate teaching strategies, resources and tools. • Use of appropriate digital tools. • Individual needs are identified and catered for. • Learning built on prior knowledge. • Knowledge and experiences of Learnerss from different cultures acknowledged. • Opportunities provided to Learnerss to participate in out of class activities (national competitions, workshops, activities, functions). • Locus of the control is with the Learnerss. • Evidence of teaching as inquiry and reflections • Evidence of analysis of data (subject/department). • Seek extra support from teacher aid/senco where required. • Include Islamic values and knowledge into teaching. • Positive rapport with Learnerss. • Attractive and stimulating room environment. • Learnerss actively engaged in learning (on task/participating in discussions). • Strategies in place to make leaners critical thinkers and creators of innovation and inventions (writing algorithms/ writing instructions/ writing steps/using scratch/ linear programming). • Inclusiveness of Islamic knowledge and practices. • Inclusive of Maori knowledge and practices. • Discussions on links to careers pathways. • Includes discussions on keeping safe on the net. • Learnerss class work and homework marked, corrected, signed and dated. • Proper completion of class and attendance register on Edge.	• Classroom displays • Learner note books and workbooks • Lesson plans • Te Rea vocab and phrases • Small group activities (level/mixed ability) • Teacher modelling • Differentiated lesson and activities • Check learners prior knowledge • Involve learners in planning and choice of topics and units of work for study • Reflections , evaluations and reviews on lessons, plannings and teaching • Variety of teaching strategies • Use of exemplars • Oral feedback (individual or class) • Written feedback (formative or summative) • Assessment feedback • Learners and teacher conference • Parent teacher interviews • Learners reports • On- going communication with whanau • Effective ILE programmes

Other school based requirements	Elaboration of the standard	Quality practices we use at Al-Madinah School that connects with this standard	What evidence do you use that demonstrates these quality practices?

Islamisation
 	
Special character teaching that involves the knowledge and practice must be incorporated and interwoven into the learning and teaching practice
	Ensure that Islamic knowledge, practices and values are included/integrated into teaching and learning of all subject areas.	• Teachers and Learners use Islamic greetings.
		• Subject topic discussions to include the Islamic perspective as well.
			• Attending the special character programs including:
			  ○ Daily and Weekly Talims
			  ○ Participating in Jamaats
			  ○ Learning and Teaching of Qur'aan