### Evidence Indicators for Teaching Experience 2 – for Associate Teachers and Visiting Lecturers

**Competent** | **Strong – Competent Plus:**
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**Standard 1 – Know what to teach**
Planning & evaluation demonstrates acquisition of appropriate content knowledge | Subject content is taught through a series of sequential well planned learning experiences
Selects content with regard to the learners | Planning and evaluation demonstrates acquisition of appropriate content knowledge
Designs appropriate learning intentions and co constructs success criteria with students | Learning experiences are developed with specific needs of students in mind
Establishes appropriate links to curriculum documents including long term and unit plans | Learning intentions and success criteria extend individual student learning
Designs a series of learning experiences which flow in a logical sequence | Justifies content selection with regard to learners
Identifies gaps in own knowledge and carries out necessary learning to gain the knowledge needed | |

**Standard 2 – know about learners and how they learn**
Designs learning experiences appropriate for the learners including those with English as an additional language | Designs and implements learning experiences to suit the individual needs of all learners including those with English as an additional language
Uses and applies teaching strategies to successfully motivate and involve learners throughout the session | Applies a range of teaching strategies to support a variety of learning styles
Questions are used to promote critical and creative thinking | Effectively uses questions to promote student critical or creative thinking
Designs learning experiences which include collaborative group and peer learning. | Responds to learners in ways that promote metacognition
Explains practice with reference to learning theories | Uses relevant learning theories to inform and improve practice
Learning experiences incorporate time for learners to reflect on and identify their next steps | Responds to learners in ways that promote learning
Shows passion for teaching and learning | |

**Standard 3 – understand how contextual factors influence teaching and learning**
Incorporates elements of te reo and tikanga Māori into classroom practices appropriately and accurately | Establishes positive relationships with all learners that show mutual respect
Integrates te ao Māori (the Māori world) into learning experiences | |
Offers support and assistance to all learners | Demonstrates flexibility in response to classroom, school, local national or global events
Explains and justifies selection of learning experiences to take account of learners interests and socio-cultural contexts | Demonstrates a commitment to being a culturally responsive teacher
Incorporates local knowledge into teaching and learning | |
Initiates the inclusion of cultural responsive teaching practices | |

**Standard 4 – use professional knowledge to plan for a safe, high quality teaching and learning environment**
Maintains an awareness of all learners whilst working with a group/individual | Uses a range of appropriate strategies to manage behaviour
Uses effective strategies for dealing with off task behaviour | Engages students in learning for the whole session
Is respected by the students as a teacher | Students clearly demonstrate that they know what the teacher expects from them
Clearly shows they are ‘in charge’ of the learning environment | Motivates and inspires students
Is respected by the students as a learner | Digital tools are integrated seamlessly into teaching and learning processes
Engages students immediately from the start of the session | Interactions with students are focused on learning and extending their knowledge
Maintains routines throughout session | |
Effectively structures and paces learning experiences to maximise learning | |
Clearly ends lessons with established procedures for leaving the environment | |
Integrates digital technologies into learning experiences | |
Selects resources that enhance student learning | |
Facilitates effective student learning through collaborative groups | |

**Standard 5 – use evidence to promote learning**
Uses assessment information to plan appropriate learning experiences | Records, analyses, and uses assessment information to inform teaching and student learning pathways
Challenges students by planning learning experiences which are appropriate for the learners | |
Values and values feedback to learners | |
Constructs clear success criteria and shares them with learners | |
Monitors the learning that is occurring during learning experiences | |

**Standard 6 – develop positive relationships with learners and the members of learning communities**
Has an effective presence | Inspires students with their passion for learning
Makes students aware of impact of their learning and behaviour on others | Proactively makes students aware of the impact of their actions on others
Develops positive relationships with students that show mutual respect | Is respected by colleagues and students
Relates well to students of all cultures offering support and assistance to all | Develops a positive relationship with each student
Relates well to colleagues | Demonstrates a willingness to develop positive relationships with Māori parents, whanau, hapu and iwi.
Understands that Māori parents, whanau, hapu and iwi have expertise in their own right | Has positive working relationships with colleagues and students

**Standard 7 – be committed members of the profession**
Engages in discussion with AT/VL about teaching decisions and student learning progress | Discussion with AT/VL include justification/validation of teaching decisions and actions
Shows initiative and a desire to improve their performance | Shows initiative and a strong desire to improve their performance
Acts professionally all the time | Is polite and courteous and offers assistance/support to AT and colleagues as appropriate
Makes a contribution to staff department/syndicate meetings | Participates in school events beyond the classroom
Meets set requirements as requested | Exceeds the professional expectations of student teacher in school