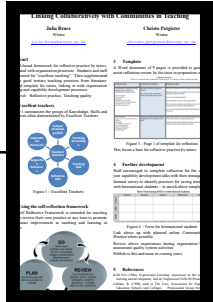


Towards Integrated Reflective Practice

Julia Bruce, Christo Potgieter (WINTEC)



On regular basis, self-reflect:

Teaching Quality Self Reflective Framework

Teaching Quality Self Reflective Framework
The Self Reflective Framework is a developmental tool which uses critical reflection to enable you to review your own practice, recognise excellent teaching and help identify teaching areas you would like to work on. In this case, it is part of your preparation for your Capability Development Cycle and will help inform your discussion with your manager, but you may use it at any time. The intention is for this ongoing reflection to promote continuous improvement in teaching and learning at WINTEC.

Using the Framework
Please answer the six key questions in the box at the top of each question page, using the prompts from the 'questions to consider' column that apply to your teaching as a guide. You do not need to answer all of the 'questions to consider', only answer what is appropriate for your teaching.

You are expected to complete the key evaluation questions, and the summary sheet, before you meet your manager for your CDC discussions. Your answers should be no longer than 200 words per question and should provide examples from your teaching to support your statements.

Rating yourself on the self-assessment scale will provide you and your manager with a clear indication of where you believe you are at each area based on examples you have provided.

Self-Assessment Scale	
1 Excellent Please provide at least three examples from your practice	The area is a strength. Feedback from students, peers and/or industry in this area indicates that you are performing exceptionally well. Resources, lesson plans, SETMAP comments, teaching observations, programme outcomes, student employment rates and projects have consistently met or exceeded what you would expect to see in a similar situation. I provide support to colleagues on this subject within my own department.
2 Very good Please provide at least two examples from your practice	You are performing well in this area. Feedback from students, peers and/or industry indicates that you are performing to a high standard. Resources, observations, programme outcomes, student employment rates and projects have consistently met or exceeded what you would expect to see in a similar situation. I provide support to colleagues on this subject within my own department.
3 Sufficient Please provide at least one example from your practice	I am completing the work required to meet the expectations of my students. Feedback from students, peers and/or industry indicates that I am working to a satisfactory standard. Resources, lesson plans, and projects have consistently met or exceeded what you would expect to see in a similar situation.
4 Needs development	I could build on my confidence in this area. Feedback from students, peers and/or industry indicates that I need to develop further capacity.
5 I need support	I do not feel confident in this area. Feedback from students, peers and/or industry indicates that I need immediate support.

Teaching Quality Self Reflective Framework

Teaching Quality Statement
WINTEC aims to build stronger communities through education, research and career development. Our success is driven by the quality of our teaching, which depends on our professional knowledge and skills, our ability to understand the society we live in, our diverse and multicultural community, and our commitment to Treaty-based bicultural partnership. We know education transforms lives and we want to be a part of helping our learners to achieve their dreams.

Self Reflective Framework
The key questions for reflection relate to WINTEC's strategic priorities and reflect the knowledge, skills and behaviours of excellent teachers as identified by feedback from staff, students and Employer Partnership Group (EPG) members. The statements in the Excellent Teaching column are taken from the NZQA external evaluation and review model and are used throughout the sector.

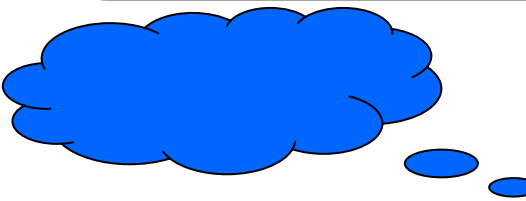
The expectations of quality teaching are well supported by relevant literature. The diagram below describes the key knowledge, skills and behaviours that staff identified as teaching excellence, placed within a teaching and learning context.

Teaching Quality Self Reflective Framework



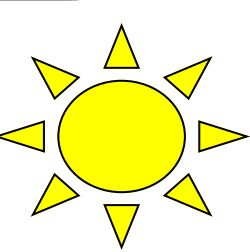
Teaching Excellence has been summarised in this brief statement:
Excellent teachers have the knowledge, skills and behaviours of reflecting on their own teaching, continuously improving, responding flexibly and developing supportive relationships with learners by inspiring, challenging and facilitating them to achieve.

SURVEYED
Students
Tutors
Literature
Management



Teaching Quality Self Reflective Framework

Self Reflective Framework Key Questions for Reflection 1: How do I use appropriate teaching and learning strategies that are effective in addressing individual student learning needs?			
Note: Please answer all 'Key Questions for Reflection'. The 'Questions to consider' are prompts only.	Questions to consider/prompts – Please answer only those relevant to your practice (you are not expected to answer all of them)	Please support your statements with examples from your teaching practice such as: SETMAP comments, teaching observations, informal student feedback you have collected, lesson plans, resources you have developed, student reports from industry or field of practice and programme outcomes - Maximum: 200 words please Answer: Example Answer	Support Available
1 Excellent 2 Very good 3 Sufficient 4 Needs development 5 I need support	How well do my lesson plans incorporate a range of activities, resources and modes of delivery that appeal to all learning styles? How do I ensure that my students are engaged in their learning? How do I monitor student progress and make adjustments for the individual learner? How do I use literacy and numeracy strategies, as well as the national assessment tool, to change my teaching practices? How are students engaged to engage in learning at the level they are being taught? How do I make myself available to support students with their learning outside class hours? How do I know what I do is effective for learners under 25 years? How do I support students to become independent, lifelong learners?	I use a wide variety of activities, resources and modes of delivery in the programme that I teach. Evidence: see lesson plans & work books I have developed and SETMAPs. Student comments indicate that they particularly enjoyed the mobile delivery. Evidence: see 'ticket out of class' informal feedback. I am confident when working with the under 25 age group. As they make up the majority of my student group, many of the resources and activities have been designed with them in mind. Literacy and numeracy strategies have been used in the development of all resources and activities. Evidence: see resources, lesson plans and SETMAPs listed above. Although I have developed my teaching to appeal to all learning styles and a diverse student group, I do think that I should take more time to consider the individual learner. I would like to introduce personal learning plans based on the results from the national assessment tool for all my students next year. As part of this I will consider and discuss students' individual cultural needs in relation to the learning environment. I would like to schedule drop in times for students to discuss their progress face to face as well as continuing their online personal progress journals.	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice



Teaching Quality Self Reflective Framework

Key Questions for Reflection 2: How do I build supportive relationships with learners?			
Note: Please answer all 'Key Questions for Reflection'. The 'Questions to consider' are prompts only.	Questions to consider/prompts – Please answer only those relevant to your practice (you are not expected to answer all of them)	Please support your statements with examples from your teaching practice	Support Available
1 Excellent 2 Very good 3 Sufficient 4 Needs development 5 I need support	How well do I support students who require pastoral care? How do I ensure that learning assistance is available for students? For example: personal learning plans, peer tutors, referrals to Student Learning Services, additional support, availability of tutor outside class time, library information literacy class, encouraging peer study groups to occur outside the classroom Do I have current knowledge of available support services? For example: Student Learning Services, International Centre, Health and Counselling, Te Kaitiaki, Library, Chaplains Do I ensure support services speak to students within three weeks of course commencement? How do I make referrals to support services where appropriate?	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice

Teaching Quality Self Reflective Framework

Key Questions for Reflection 3: How do I challenge, inspire and facilitate learning in a variety of contexts?			
Note: Please answer all 'Key Questions for Reflection'. The 'Questions to consider' are prompts only.	Questions to consider/prompts – Please answer only those relevant to your practice (you are not expected to answer all of them)	Please support your statements with examples from your teaching practice	Support Available
1 Excellent 2 Very good 3 Sufficient 4 Needs development 5 I need support	How do I give students the opportunity to demonstrate knowledge and skills in a variety of realistic and current situations? Examples: case studies, group work and problem solving exercises using realistic and current situations Using my understanding of the cultural context in which we teach, how do I ensure that the learning environment is inclusive of a bi-cultural, multi-racial and diverse student group? In what ways do I encourage students to share opinions from their unique cultural viewpoints, backgrounds and experiences? How do I encourage students to value views from perspectives that differ from their own? How do I ensure that students from a variety of cultures and backgrounds can relate to the examples and activities that I use? How do I actively establish and maintain a safe environment to enable students to share thoughts and opinions? What am I doing to be effective in supporting Maori students? What am I doing that recognises Pasifika students' needs? How am I effective in promoting international students' learning?	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice

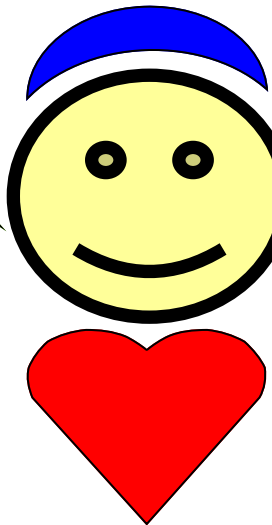
Teaching Quality Self Reflective Framework

Key Questions for Reflection 4: How valid, sufficient, fair and transparent are the assessment methods that I use?			
Note: Please answer all 'Key Questions for Reflection'. The 'Questions to consider' are prompts only.	Questions to consider/prompts – Please answer only those relevant to your practice (you are not expected to answer all of them)	Please support your statements with examples from your teaching practice	Support Available
1 Excellent 2 Very good 3 Sufficient 4 Needs development 5 I need support	How do the assessment methods that I use provide learners and teachers with meaningful feedback on progress? Do I give feedback from assessment within a maximum of 20 working days? How well does feedback explain why a criterion was not met and how the student can achieve the standard in the future? How do I review results from assessment to check the learning that has occurred? How well do students understand the assessment criteria prior to commencing? How are both internal and external moderation requirements met?	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice

Teaching Quality Self Reflective Framework

Key Questions for Reflection 5: In what ways do I reflect critically on my own teaching practice?			
Note: Please answer all 'Key Questions for Reflection'. The 'Questions to consider' are prompts only.	Questions to consider/prompts – Please answer only those relevant to your practice (you are not expected to answer all of them)	Please support your statements with examples from your teaching practice	Support Available
1 Excellent 2 Very good 3 Sufficient 4 Needs development 5 I need support	How do I apply learning from ongoing professional development and feedback within my discipline and as a teacher? What steps do I take to request feedback from students and peers? How do I integrate feedback from SETMAP evaluations, peer observation and informal feedback into my teaching? How do I seek support or guidance to improve my teaching practice? How do I engage with industry? For example: industry field excursion, attending/participating in industry field events and conferences, involvement in committees How do I build on my teaching practice and come content as a result of this engagement? How do I ensure that my industry field skills are current and valid? How do I participate as a member of my team to support colleagues, management, systems and school activities? When do I engage in peer observation, peer mentoring or peer review exercises? How do the programmes that I teach reflect changes in student needs, resources, teaching practice and technologies as a result of these discussions?	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice	School of Education: CATE Certificate Adult Teaching Supporting Literacy and Numeracy in Content-based Teaching Exploring Culture Identity and Learning in Aotearoa/NZ Capability Development: Workshops (by request) Cultural Responsive Pedagogy Group Teaching Strategies International Student Support Designing Good Assessments to Promote Student Learning Providing Meaningful Feedback to Students Additional workshops may be tailored to suit requests Workshops (by request) Conversations about Teaching Enhancing Learning and Teaching through Reflection Classroom observations One-on-one consultations Mentoring programme Capability Development Moodle Site Teaching Quality Moodle Site: Reflective Practice

WOW!



Summary Sheet

After critically reflecting on my practice, what am I doing that is working really well for my students? E.g. what are the outcomes for my students?

Answer:

What are my core strengths?

Answer:

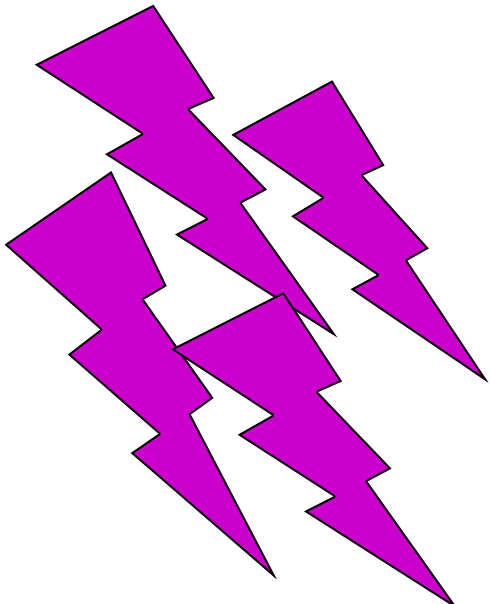
Which of these strengths could I build on?

Answer:

What are the areas that I would like to develop?

Answer:

Additional Comments:



Into daily practice, sharing with colleagues, capability development, performance management, quality systems, etc