

LEARNING ENVIRONMENT: SELF-REFLECTION TOOL

Use this tool to examine your practice and reflect on how well it incorporates effective, evidence-based strategies that promote a positive learning environment. You may wish to highlight strategies requiring further attention. The tool can also be used with a reflective partner who can provide feedback to support reflection and planning for improvement.

Teacher:	Date:
Observer (if applicable):	Review Date:

Teaching approaches and strategies	Teacher actions that supports classroom expectations		Reflective comments
1. Creating a supportive learning environment			
Collaboratively developing classroom expectations. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	My students and I have agreed on classroom expectations linked to our school values.		
	The expectations are displayed in our learning space.		
	Students can explain the expectations.		
Establishing a supportive physical environment. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	The learning space allows ease of access and movement and minimises crowding and distraction.		
	Equipment and materials are clearly labelled, and there are established routines for students to collect and return them.		
	There is a neutral space available where students can go to regulate if they need to.		
	Visual images and resources reflect and celebrate cultural diversity.		
	My relationships with students are warm and caring, reflecting the values of manaakitanga and whanaungatanga.		
Establishing and explicitly teaching routines. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	My students and I have developed routines for the learning space.		
	The routines are displayed and regularly taught.		
	Students receive feedback and encouragement to follow the routines, both from me and from one another.		
Using preventative strategies. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	Students receive positive attention that shows that they are noticed and valued.		
	Students are reminded about expectations.		
	The instructional pace is appropriate for the needs		

	of all my students.		
	I check frequently for understanding.		
	Students know how to seek help.		
Providing feedback and encouragement. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	Students receive feedback and encouragement as they work towards and meet expectations.		
	Students have opportunities to encourage and positively acknowledge each other.		
Providing feedback and fair responses when expectations are not met. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I am calm, consistent, brief, immediate, and respectful when responding to unmet expectations.		
	I use a variety of response strategies to support students to meet expectations (e.g., prompting, redirecting, reteaching, conversing with students, and providing choice).		
	I know and use our school's agreed responses to unmet expectations.		

Teaching approaches and strategies	Teacher actions that supports classroom expectations	Reflective comments
2. Encouraging reflective thought and action		
Encouraging self-regulation. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	There are scaffolds and tools available to support self-regulation.	
	I acknowledge students when they demonstrate self-regulation (e.g., waiting their turn, sharing with others, using a strategy to be calm).	
Supporting students to manage their learning. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I explicitly teach and model self-management strategies.	
	Students receive feedback for using the strategies.	
	I regularly check in on students, giving supportive feedback that builds their views of themselves as active learners.	
Supporting goal setting and self-reflection. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	Students understand their learning steps.	
	Students are helped to set goals and to monitor their progress towards them.	
Teaching approaches	Teacher actions that supports classroom expectations	Reflective comments

and strategies			
3. Facilitating shared learning			
Teaching expectations for group work. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I teach and model expectations for group work.		
	I teach students how to assume different roles within a group		
	Students know and can use strategies for managing disagreements in a group.		
Using cooperative learning approaches. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I use a variety of established cooperative group structures (e.g., the Jigsaw, Two Stay and Two Stray).		
	I provide feedback about students' ability to listen, check others' understanding, and encourage others during group work.		
Helping students to mentor and support others. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I provide opportunities for students to assume leadership roles and responsibilities (e.g., peer tutoring, tuakana-teina).		
	I provide specific guidance for when students are acting as mentors or peer tutors		

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4. Providing sufficient opportunities to learn			
Presenting information and tasks in a variety of ways to support understanding. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I pre-teach key topic vocabulary to support students' understanding.		
	I present information and instructions in a variety of ways.		
	I use mind or concept maps and graphic organisers to help students make connections between ideas.		
	I help students to activate their prior knowledge when we start a new topic or activity.		
Providing alternatives for students to demonstrate their learning. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I provide a range of ways that students can express their understanding of key ideas and demonstrate their skills.		
	I support students who have difficulty with tasks through scaffolds such as writing frames and sentence starters.		
	I use digital supports to engage and motivate students and support them to express their ideas.		

Supporting student responses. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I use a variety of strategies to encourage student responses (e.g., individual questioning, group discussions, and reciprocal peer tutoring).		
	I use wait time to allow students time to think and process.		
Providing choice. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I consider a variety of elements when offering students choices (e.g. order, materials, partners, location, and type of task).		
	I ensure that my students understand what each option involves and teach them how to make good choices.		
Structuring tasks strategically. <ul style="list-style-type: none"> ● Emerging ● Partly in place ● Established 	I use a variety of differentiation strategies to remove barriers to success.		
	I scaffold tasks by modelling, providing guided practice, and providing opportunities for students to cooperate, collaborate, and support one another.		
	I sequence tasks by intermingling brief, easy tasks among longer or more difficult ones.		
	When designing a lesson, I consider pace, sequence, and level of task difficulty to promote each student's success.		

NEXT STEPS. Look through your responses above.

What are my strengths?	
What do I still need to work on?	
How can I go about this?	
Do I need support? If so, from whom?	
What would be the focus of this support?	