

Personal & Professional Development Register 2024

Who/What/Where/ When	Key Notes Learned	Moving forward
January 2024 Poutama Ponamu	→ Gaining a better understanding about the importance around the foundation is Aotearoa NZ history and the need to implement Te tiriti O Waitangi and Maturanga Māori into our teaching pedagogies. → Engage and personal growth within culturally responsive practice. → Learning the positives that equity, change, and belonging can provide to the overarching success of our ākonga.	Moving forward I want to implement the strategies and information received through this PD within my teaching. I have covered some of this during my studies but feel I was able to gain further knowledge. I am excited to grow professionally and personally and ensure that my classroom is one that displays culturally responsive practice and all ākonga are treated and represented equally.
January 2024 Navigating the Journey	→ Family Planning information session around the new Navigating the Journey documentation. We looked into the specific areas that were relevant to our year group and what this could look like when implementing it.	This is a new area of learning for me so it was great to get professional training on how to navigate and implement this into the classroom. Integrating this into our Whare Tapa Wha learning will be beneficial as it complements this area of learning around our Hauora.
January 2024 Julia Grace - Be Kind to you Mind	→ Journey of mental health and wellbeing → Understanding how our brains work and the reasons why sometimes we feel overwhelmed, and stressed. → Navigating tools and ways we can help reduce mental health to live a balanced lifestyle. → Jelly buddy for the wobbly moments in life (someone that we can use to check in on us)	As I embark on my journey as a professional educator I found this seminar vital as it's important to keep a balanced lifestyle for the best interest of our ākonga. If I am rested and well within myself then I can portray the best version of myself to our tamariki.
February 29th 2024 Cassie Caldwell - SPT - LLI (Language Learning Initiative)	→ Focus on target student AW ways we can help with his Communication, social skills and attention and listening. → Focus on putting more emphasis on visual aids - talked about having displays around the class to help. → Talked about body and environmental cues to support instructions so communication is not only verbal. → Having a focus around areas of interest to help with writing (if it's something he likes more than likely to be open to participating in the task)	→ Work on getting more visual aids in the class. → Having a First and then chart allowing independence within a visual aid.t → LA to keep working on basic letter knowledge and phonological awareness. → Use the building sentences resource to help as a visual to form basic sentences (could be whole class instruction) → Role play - Interpersonal skills -

	→ Try to build on phonological awareness to help build and blend words. → Sequencing clear instructions of first, next, after. → Role play for social skills - act out a scenario and then ways in which we react and alternative ways on how we could respond in a nicer way. - (Links to the outbursts.) → Provide a safe space - scenery room where AW can regulate to then come back to the class.	whole class → Offering a space for regulation - sensory room. →
March 14th 2024 Water skills for life	Learned how to navigate the Swim for life website and access the relevant resources needed for the year group. Sessions to be held at the local pools in 2 weeks time.	Although these lessons had a purpose I feel the timing of them was not great (as colder most students chose not to participate) The lessons were solely taken by instructors in the pool which made it hard to gain specific skills to teach them as we are not allowed in the pool with the students.
April 5th 2024 Ready to Read	Sat in with Karla, our literacy lead. Karla talked to me about the Ready to Read program and possible activities to bring into the classroom to assist the target group of children. These included sound cards and swapping out consonants in CVC words to build another word. We also talked about the lessons at the back of the R2R books and how to effectively implement them into the small group instructions. Having games makes the lessons lighter and more appealing enabling greater engagement.	- This was a beneficial session with Karla I was able to get a better gauge on how the R2R programme runs - I will get sound blocks and introduce them into my group instruction come term 2.
May 27th 2024 TOD - MOE Science and the brain Reshma	Key points from the hui - Dr Nina Hood webinar where the technical language and information was based from. - Learning trajectory surface level - deep level 1 - deep level 2 - deep level 3 (novice - expert) - Encoding and decoding (retrieving - focus and memorisation) - How the memory works - sensory input (attention) working memory (limited capacity/cognitive overload) long term memory (encoding and retrieving to remember) - Cognitive schema - ability to memorise information - pre existing knowledge if there is no foundation then there is a weak schema - Dual coding - sometime less is more	Ways to implement this into my own practice. - Knowing your learners ensures my students have a sense of belonging (cultural inclusiveness) . They are regulated (ready to learn) and motivated to learn. - Don't overload students with information that is complex, ensure that the lesson is knowledge rich, sequenced and structured, explicit, chunk bite sized, and questioning for understanding. - Frequent revision, recall and review will aid in memorisation. - Ensure individual needs are recognised.

	- Sense of emotions - belonging, regulated, motivated - Memory is the central element and fundamental component	
August 24 Podcast - Dr Rangan Chatterjee on <i>how smartphones are rewiring our brains, why social media is eradicating childhood and the truth about the mental health epidemic.</i>	Developmental Impacts: ● Cognitive Development: Constant exposure to screens can affect cognitive development by reducing time spent on activities that promote problem-solving, creativity, and critical thinking. ● Attention Span: Heavy use of smartphones and social media can contribute to shorter attention spans in children, affecting their ability to engage in focused, sustained activities. Physical Health: ● Reduced Physical Activity: Increased screen time often leads to sedentary behaviour, reducing physical activity levels. This can impact overall health and increase the risk of obesity. ● Sleep Disruption: Exposure to screens before bedtime can interfere with sleep patterns due to blue light emission, which affects melatonin production and can lead to sleep disturbances. Social and Emotional Development: ● Social Skills: Excessive screen time can limit face-to-face interactions, which is crucial for developing social skills and emotional intelligence. ● Cyberbullying: Social media can be a platform for cyberbullying, which can have severe emotional and psychological effects on children. Mental Health Concerns: ● Increased Anxiety and Depression: The pressure to conform to idealised images and lifestyles on social media can contribute to feelings of inadequacy, anxiety, and depression. ● Self-Esteem Issues: Constant comparison with others online can impact self-esteem and lead to negative	I found this podcast extremely enlightening. As someone from a non-tech household, I was unaware of the significant impact social media could have on our tamariki. The podcast gave me a deeper understanding of why we see certain undesirable behaviours in the classroom, such as sleep disruptions from late nights on devices and issues with attention span and focus. I now recognise that while technology has its place, it must be used wisely and as a tool to support learning rather than as the sole means of education. Given that technology is an integral part of the future, this insight allows me to research better and adapt my teaching methods to meet students' needs. This might involve creating shorter, more engaging lessons to maintain attention, incorporating play to develop interpersonal skills through team-building, and encouraging creativity through art to enhance fine motor skills.

	self-image and body dissatisfaction. Educational Impacts: • Distraction from Learning: Smartphones and social media can be significant distractions during educational activities, affecting academic performance and engagement in learning.	
August 24 Reading (BSLA) Phonological Awareness: From Research to Practice - By Gail Gillion	Definition and Importance: Phonological awareness refers to recognising and manipulating spoken language's sound structures. It is a crucial skill for learning to read and write. Developmental Stages: Phonological awareness develops in stages, starting with basic skills such as recognising rhymes and alliteration and progressing to more complex tasks like phoneme segmentation and blending. Assessment: Effective phonological awareness assessment involves various methods, including informal observations and formal tests. It's important to identify which specific phonological skills a child has mastered and which they may need additional support with. Instructional Strategies: Instruction should be explicit and systematic. Techniques such as using songs, games, and direct teaching of phonemic manipulation can be effective. It's also important to integrate phonological awareness activities into regular classroom routines. Research Findings: Research highlights that phonological awareness is strongly linked to later reading success. Early and targeted interventions can significantly improve reading outcomes for children at risk for reading difficulties. Practical Applications: Teachers should incorporate phonological awareness activities into daily lessons and provide differentiated instruction based on individual students' needs. Professional development for educators on phonological awareness is crucial for effective teaching. Challenges and Considerations: Implementing phonological awareness programs requires careful planning and	The way that I can implement some of these strategies in my classroom could include the following: Teach in Stages: Use activities for different levels of phonological awareness, from rhyming to phoneme manipulation. Assess Skills: Regularly check students' phonological awareness with tests and observations to tailor instruction. Use Fun Strategies: Include games, songs, and hands-on activities to make learning phonological awareness engaging. Follow Research: Apply teaching methods proven effective by research to improve reading skills. Differentiate Instruction: Adjust lessons to fit the needs of all students, including those who struggle. Provide Support: Implement extra help for students who need it and track their progress. Keep Learning: Stay updated on new research and share effective practices with others.

	ongoing assessment. Educators need to be aware of diverse learners' needs and adapt their approaches accordingly. Interventions: Tailored interventions that provide additional practice and support for children who struggle with phonological awareness can help bridge gaps in their skills. These interventions should be evidence-based and regularly evaluated for effectiveness.	
September 6 RTLH Hui - Raewyn WHole class interpersonal and regulation strategies and resources.	RTLH hui with Raewyn Whole Class Review: Personal Space and Classroom Management Objective To enhance the management of personal space and classroom regulations by considering individual differences in brain function and unique needs and to foster an inclusive environment for all students. Key Strategies and Tools Designated Spots on the Mat Purpose: To create clear personal spaces and help students understand and respect boundaries. Implementation: Assign specific spots for each student on the mat to minimise disruptions and encourage personal responsibility. Free Drawing After Breaks Purpose: To allow students to express their feelings and emotions visually, helping them process their experiences and settle back into class activities. Implementation: Provide drawing materials and allocate time for students to draw after breaks, facilitating emotional regulation and self-expression. Sensory Station Purpose: To support sensory needs and help students self-regulate their sensory	Ways to incorporate these strategies and resources into the classroom. Designated Spots on the Mat Implementation Steps: Prepare the Mat: Use carpet dots and a map to create clear, designated spots on the classroom mat. Each spot should be large enough to accommodate a student comfortably. Introduce the Concept: Explain the purpose of the designated spots to your students, emphasising the importance of respecting personal space. Practice: Conduct activities where students practice sitting in their designated spots. Reinforce the routine and gently remind students if they drift out of their spots. Flexibility: Be prepared to adjust the spot assignments based on students' needs and interactions. Free Drawing After Breaks Implementation Steps: Set Up Drawing Materials: Provide a variety of drawing supplies (crayons, markers, paper) in a designated area. Allocate Time: Schedule a short period after breaks specifically for free drawing. Encourage Expression:

experiences.

- **Equipment:** Include resources such as fidget toys, calming sensory objects, and other tools to help students manage sensory inputs and outputs.

4. Learning vs. Non-Learning Toys

- **Focus:** Tailor toys and tools to support educational goals and individual sensory or motor needs.
- **Example:** Use educational toys that align with curriculum goals and provide separate options for sensory exploration or relaxation, like those suited for Arlo.

5. Growth Mindset

- **Goal:** To cultivate a growth mindset within the classroom, encouraging students to embrace challenges and view mistakes as learning opportunities.
- **Approach:** Integrate activities and discussions that promote resilience, perseverance, and a positive attitude towards learning.

Inclusion and Individual Needs

- Recognise and respect the unique ways in which each student's brain works.
- Implement strategies catering to diverse learning styles and sensory needs, ensuring every student feels supported and included.

Encourage students to use drawing to express how they feel or what they experienced during the break.

Sensory Station

Implementation Steps:

- **Equip the Station:** Set up a corner or table with sensory resources such as fidget toys, stress balls, textured materials, and calming visual aids.
- **Introduce the Station:** Show students how to use the resources and explain that they can visit the sensory station when they need a break or feel overwhelmed.
- **Monitor Use:** Observe how students interact with the sensory station and make adjustments based on their feedback and usage patterns.

Learning vs. Non-Learning Toys

Implementation Steps:

- **Select Appropriate Toys:** Choose educational toys that align with learning objectives and non-learning toys that help with sensory regulation.
- **Create Zones:** Designate specific areas for learning and sensory toys to prevent confusion and ensure proper use.
- **Guide Usage:** Explain the purpose of each type of toy to the students and guide them when and how to use them.

Fostering a Growth Mindset

Implementation Steps:

- **Model Growth Mindset:** Respond to challenges and mistakes with a growth mindset. Use phrases like "I can't do this yet" and "I'm learning how to."

		● Incorporate Activities: Integrate activities and discussions highlighting effort, persistence, and learning from mistakes. Celebrate progress and improvement, not just success. ● Provide Encouragement: Offer regular positive reinforcement and feedback that emphasises effort and learning over innate ability. ● General Tips for Implementation ● Involve Students: Engage students in discussions about why these strategies are being implemented and how they can benefit from them. ● Seek Feedback: Regularly check in with students to gather their feedback and make necessary adjustments to the strategies.
16/10/2024 Assessment for learning	Kahui Ako - Putaruru College around Assessment for learning.	Participating in the Assessment for Learning professional learning and development (PLD) has significantly enhanced my understanding of effective assessment practices. One of the key takeaways was the importance of formative assessments in guiding instruction. I learned how ongoing assessments allow me to gauge student understanding in real time, enabling timely interventions and support tailored to individual needs. The PLD emphasised the collaborative nature of assessment. I gained insights into engaging students in the assessment process, encouraging them to reflect on their learning and set personal goals. This student-centred approach not only fosters ownership of their learning but also builds motivation and confidence. Additionally, I discovered practical

		strategies for providing constructive feedback that is specific and actionable. This feedback loop helps students understand their progress and areas for improvement, reinforcing a growth mindset.
25/10/2024 PLD Prime maths	Prime Maths - What this looks like and how the books work.	Learning about PRIME Maths has been a valuable experience. I gained a better understanding of how to teach maths concepts through problem-solving, which helps students think critically and apply what they learn to real-life situations. I look forward to learning more about this maths approach and implementing it into my classroom in 2025.
Assessment for learning Modules 1 & 8	Assessment for learning (Effective Learning) Zoom Hui with Kaye to go over the online modules.	Reflecting on the four aspects of assessment literacy, I've gained a deeper understanding of the essential role assessment plays in teaching and learning. First, I now appreciate the importance of understanding who uses assessment data and for what purpose, as this informs how assessments should be structured and interpreted. I've also recognised that informal assessments, while often overlooked, provide valuable insights into students' progress and can directly shape my teaching approach. The significance of data from formal assessments is clear to me now; it offers concrete evidence that can guide and refine future instruction. Lastly, involving students in the assessment process stands out as a crucial strategy—by doing so, students take ownership of their learning, making the assessment more meaningful. My key takeaway is that clear communication about assessments, both in purpose and process, fosters a deeper understanding and enhances the effectiveness of assessments for both students and educators.

Hikoi	Hikoi for Te Tiriti	Reflecting on the hikoi focused on Te Tiriti o Waitangi, I recognize the deep professional development opportunity it provided in terms of both understanding and applying the principles of the Treaty within my teaching practice. As a teacher, this experience has strengthened my commitment to ensuring that Te Tiriti is not only acknowledged in my classroom but also actively embedded into the curriculum and everyday interactions with students. During the hikoi, I gained a clearer understanding of the historical and contemporary significance of Te Tiriti and its impact on Māori communities. I realized that as educators, we have a responsibility to honour the principles of partnership, protection, and participation, ensuring that Māori students feel valued and supported in the learning environment. The hikoi also highlighted the importance of embracing culturally responsive practices, which are essential in creating a classroom that reflects the diverse identities and experiences of all students. From a professional development standpoint, the hikoi deepened my understanding of the ways in which I can weave the principles of Te Tiriti into my teaching practices. This includes fostering an environment where Māori language, culture, and history are celebrated, as well as creating opportunities for students to engage in discussions about social justice, equity, and respect for the Treaty. The hikoi reinforced the significance of my role in creating spaces where Māori students and whānau feel safe, valued, and heard. Linking this experience to the <i>Teaching Council's Standards for the Teaching Profession</i>, it specifically aligns with the standard of "Te Tiriti o Waitangi partnership" (Standard 1), which emphasizes the need to actively work in partnership with Māori learners, their whānau, hapū, and iwi. The hikoi also connects with "learning-focused culture"
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		(Standard 3), as it deepens my commitment to fostering an environment where all students are engaged in meaningful learning that acknowledges their cultural identities. Overall, the hikoi was a powerful reminder of the importance of Te Tiriti in the teaching profession. It has reinforced my responsibility to uphold its principles in my practice, ensuring that I continue to develop as an educator who honours and respects the cultural heritage of Māori students, and contributes to a more inclusive, equitable educational environment.
Maungatautari Trip	Voyager syndicate trip to Maungatautari to learn more about our region and local mountain. As well as ecosystems.	Reflecting on the recent field trip to Maungatutari, I gained valuable insights into both the local environment and the dynamics of managing a group of tamariki in an outdoor learning setting. From a teacher's perspective, this experience emphasized the importance of connecting students with their local region, allowing them to observe and engage with the ecosystems we often discuss in class. Maungatutari provided a real-life context for learning about biodiversity, conservation, and the interconnections within nature—concepts that are much more impactful when experienced firsthand. The trip also highlighted the practical challenges and rewards of guiding a group of tamariki outside the classroom. As a teacher, I had to be prepared for the unpredictable nature of outdoor learning, from managing different learning styles and attention spans to ensuring the safety and well-being of all students. I learned how essential it is to plan ahead—thinking about the physical environment, resources, and how to keep the tamariki engaged throughout the day. It also reinforced the importance of being flexible, as sometimes the best learning moments arise from spontaneous questions or discoveries.

		One of the most valuable takeaways was seeing the tamariki's curiosity spark as they encountered the environment directly. This reaffirmed the importance of experiential learning, where students can make connections to real-world concepts in a more meaningful way. I also realized how important it is to model a sense of awe and respect for nature, as this helps to foster a similar attitude in the students. Overall, the trip to Maungatutari was not just a chance to deepen the tamariki's understanding of the local ecosystem, but also an opportunity for my own professional growth. It reinforced the need for preparation, adaptability, and creating an environment where learning happens naturally. Moving forward, I feel more confident in organizing similar experiences and using them as powerful tools to engage students in authentic, hands-on learning
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