



**NEW ZEALAND**  
CURRICULUM DESIGN INSTITUTE

Te Wānanga Hoahoa Maturanga Aotearoa

# MoE Funded Teacher PLD Workshop Samples



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## **See also:**

### **Certificate in Universal Wellbeing at**

<https://www.nzcdi.ac.nz/certificate-in-universal-wellbeing>

### **Certificate in Whakatō Te Reo**

<https://www.nzcdi.ac.nz/certificate-in-whakatoo-te-reo>

## **Workshops**

Any/all can be customised to meet your needs.

Contact [admin@nzcdi.ac.nz](mailto:admin@nzcdi.ac.nz) or call 027 3869296 to contract

# ACCELERATING INDIVIDUAL LEARNER ACHIEVEMENTS

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## Accelerating Individual Learner Achievement Workshop Outline:

Workshop Objective: To optimise and accelerate the programme of learners/ākonga through analysis and structuring of material to be achieved and high quality and customised feedback and feed forward utilising John Hattie and SMART approaches.

### Workshop Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Introduction to factors that support learner progress Relationship Building Multiple Intelligences Learning Style Evaluation Implementation Tips
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Detailed and multi-level learning analysis practice Presentation to group(s) Gather feedback and feed forward on quality of learning task analysis Take Aways Brainstorm in Groups
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Review of the SMART Feedback Model Review of the John Hattie's Feedback and Feed Forward Approach (Visual Learning) Practice formulating quality feedback and feed forward on above learning task
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Facilitate learning task and provide feedback and feed forward in small groups Supporting learning through planning Supporting learning through peer feedback and feed forward The Termites -Assumptions and Interpretations Groups report backs on progress and challenges  <ul style="list-style-type: none"><li>- Homework Assignment to further develop skills introduced</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

# COMMON PRACTICES MODEL WORKSHOP

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## Common Practices Model Workshop Outline:

**Workshop Objective:** To introduce, develop understandings, and support quality teaching via implementation of the evidence-based Common Practice Model.

## Workshop Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Introduction to Common Practices Model Overview of the Literacy & Communication and Maths Strategy and NZC Refresh Developing practices that lifting educational achievement for all Best Practice Brainstorming in Groups
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Culturally responsive, sustaining, critical and communicating pedagogies What are they and how do you do them? Jigsaw in Groups
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Pedagogies Report back to whole group Identifying the key Common and Best Practice, Practices Mind Mapping current and new Common 'Best Practice' Practices
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Planning interactive learning Session & Unit Planning that captures common practices model practices, plus knowledge/knowledge making, communication, literacy, numeracy, practical, technical, digital, interactive, thinking and wellbeing skills, beliefs, values, and attitudes plus pedagogical approaches, Te Whāriki and NZC principles Groups report backs on progress and challenges <ul style="list-style-type: none"><li>- Homework Assignment Develop a Common Practices Development Pathway</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

# CULTURALLY RESPONSIVE PEDAGOGIES WORKSHOP

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## Culturally Responsive Pedagogies Workshop Outline:

**Workshop Objective: To introduce, develop understandings, and support quality teaching Practice of Culturally responsive pedagogies**

### Workshop Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Developing practices that lift educational achievement for all Applying 'Culturally Responsive Pedagogies' in the classroom Understanding Diverse Ethnic and Cultural Worldviews The Continuum
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Building Relationships and Motivation Johari's Window Closed, Open, and Socratic Questioning
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Charting Diverse Relationship Building Strategies in Groups Key culturally responsive teaching practices that support relationship building Mind Map Culturally Responsive Relationship Building Practices
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Charting Diverse Motivation Building Strategies in Groups Key culturally responsive practices that support motivation Mind Map Culturally Responsive Motivation Building Practices Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Assignment Developing a Culturally Responsive Practices Bank</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	<b>Finish</b>

# EQUITY SUPPORTING ASSESSMENT WORKSHOP

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## Equity Supporting Assessment Workshop Outline:

**Workshop Objective:** To support equity through inclusion, and diversity promoting assessments and assessment approaches.

## Workshop 1 Outline:

**9-30am** Karakia – Waiata - Whakawhanaungatanga  
Workshop Participants Needs  
Why are you assessing?  
Re-considering assessment

**11am** **MT**

Equity and Diverse Learners  
Exactly what are you assessing?  
Equitable and Diverse Learners Assessment Support Approaches  
Learner Preferences and Progressions

**12-30noon Lunch**

**1pm** Assessment Methods  
Assessment Principles  
Assessment Types

**2-30pm AT**

Feedback and Feed Forward  
AT Visual Learning  
Evaluating Diversity Responsive Assessments

- Homework
- Evaluation
- Reflection Provided
- Karakia-Waiata

**End 4pm**

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# FOSTERING ENGAGEMENT & POSITIVE BEHAVIOURS WORKSHOP

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## Fostering Engagement & Positive Behaviours Workshop Outline:

**Workshop Objective:** To introduce, develop understandings, and support implementation of approaches and practices that increase the engagement of individual learners/ākonga and groups of learners/ākonga within a school-kura community.

### Workshop 1 Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Introduction to 'approaches' that support engagement Johari's Window, trust, and empathy Brainstorm approaches in Groups
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Introduction to 'practices' that increase the engagement The Continuum – Familiar to new Ako - Listening and Closed, Open, Socratic Questioning
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Motivation – Pain – Pleasure – Recognition What do they want? What do you want, exactly? Why? Mind Mapping Motivation, Theirs and Yours
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Progressive Behaviour Shaping Keeping Records Charting Positive Behaviours' Building Strategies with Groups Working Together across your school/kura Engaging Family/whanau Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

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## LITERACY & NUMERACY WORKSHOP

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### Literacy & Numeracy PLD Workshop Outline:

**Workshop Objective:** To introduce, develop understandings, and identify approaches and practices that optimise and accelerate equitable literacy-communication and numeracy achievement.

### Workshop 1 Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga An Overview of What's New: The New Literacy and Numeracy Strategy Literacy Communication and Maths Action Plans and Their Foci Literacy-Communication & Numeracy Road Map
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Literacy - Communication Insights for Teachers-Kaiako Teaching Practices that support Literacy – Communication Achievement Literacy - Communication Supports and resources Literacy – Communication Group Think
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Numeracy Insights for Teachers-Kaiako Teaching Practices that support Numeracy Achievement Numeracy Supports and resources Numeracy Group Think
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Developing a Sequence of Learning for Literacy/Communication & Numeracy Linkages to the Common Practice Model Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Assignment “Literacy and Numeracy Learning Sequences”</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish



# LOCAL CURRICULUM WORKSHOP 1

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## **SAMPLE: Local Curriculum Workshop 1 Outline:**

### **Workshop Objective:**

**To introduce, and support the co-design of micro to macro, lesson, unit, horizontal and vertical curriculum area planning in local curriculum area**

### **Workshop 1 Outline:**

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Introduction to Local Curriculum Area Introduction to the Local Curriculum Framework Review of co-design Organisational Planning Options
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Lesson Design underpinned by new Curricula Unit Design underpinned by new Curricula Horizontal Planning Vertical Planning
<b>12noon</b>	<b>Lunch</b>
<b>1pm</b>	Break into School-kura groups, brainstorm/mind map content: <ul style="list-style-type: none"><li>- Knowledge/knowledge making</li><li>- Communication, Literacy, numeracy, practical, technical, digital, interactive, thinking and wellbeing skills</li><li>- Beliefs, values, and attitudes</li></ul>
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	<ul style="list-style-type: none"><li>- Groups to report back on progress and challenges</li><li>- Homework Assignments</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

## LOCAL CURRICULUM WORKSHOP PROGRAMME

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### 1. Local Curriculum Workshop 1:

#### Workshop Objective:

To introduce, and support the co-design of micro to macro, lesson, unit, horizontal and vertical curriculum area planning in local curriculum area



### 2. Local Curriculum Workshop 2:

#### Workshop Objectives:

Adopt co-designed school-kura and/or Kahui Ako lesson, and unit plans

Identify unique school-kura strengths available to support the new horizontal and vertical curriculum framework and potential content areas (K/S/BVA)



### 3. Local Curriculum Design Workshop 3:

#### Workshop Objective:

Identify key components in a School-Kura Community Consultation process

Create, implement, and analyse a School-Kura Community Local Curriculum Consultation process



### 4. Local Curriculum Design Consultation Workshop 4.

#### Objective:

Co-design and confirm a school-kura strengths based horizontal and vertical Local Curriculum Framework content in detail (K/S/BVA) with teaching and assessment approaches

Conduct a gap analysis in relation to MoE Curricula requirements and criteria



### 5. Local Curriculum Workshop 5:

#### Workshop Objective:

Analyse information available to inform a School-kura Graduate Profile

**Analyse and quality criteria to your School-kura Graduate Profile**

**Finalise a School-kura Graduate Profile**



**6. Local Curriculum Workshop 5:**

**Workshop Objective:**

**Identify physical and human resource required for quality delivery of the new Local Curriculum Framework (confirm teaching and assessment approaches)**

**Undertake a stock take of what is available in schools-kura, and what is still needed and how it can be acquired for implementation of the new Local Curriculum**



**Local Curriculum Workshop 6:**

**Workshop Objective:**

**Identify physical and human resource required for quality delivery of the new Local Curriculum Framework (confirm teaching and assessment approaches)**

**Undertake a stock take of what is available in schools-kura, and what is still needed and how it can be acquired for implementation of the new Local Curriculum**

**ONGOING or SIMULTANEOUSLY: Digital Local Resource creation PLD for teachers (possibly with Iwi)**



# QUALITY TEACHING WORKSHOP

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## Quality Teaching Workshop Outline:

**Workshop Objective:** To introduce, and develop understandings of quality teaching Practices.

## Workshop 1 Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Introduction to Quality Teaching Practices Why is teaching changing? > >> Move to practices that lift achievement for all.
	<b>Quality Planning</b> Alignment: NZC, School, vision, values, curriculum, students/ākonga)
<b>10am</b>	<b>MT</b>
<b>10-15</b>	<b>Quality Planning</b> Supporting deep learning: knowledge/knowledge making, communication, literacy, numeracy, practical, technical, digital, interactive, thinking and wellbeing skills, beliefs, values, and attitudes To engage: Ako – Facilitating Learning Planning Activity in Groups
<b>12noon</b>	<b>Lunch</b>
<b>1pm</b>	<b>Quality Teaching</b> Ako: Dialogue: Yarning: Korero: Questioning: Open, Closed, Socratic Best Practice Brainstorming in Groups Managing your state of liminality (Change is scary and challenging) Brainstorming brilliant ideas, what works great and why?
<b>2-15pm</b>	<b>AT</b>
<b>2-30pm</b>	<b>Quality Teaching (Oscar Award winning level)</b> Customising delivery to meet individual student/ākonga needs-progressions SMART Feedback & Feed Forward Learning Styles (Howard Gardner- Multiple Intelligences) Homework - Develop Personal Quality Teaching Objectives - <b>Assessment</b> <ul style="list-style-type: none"><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

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## RAISING MĀORI ACHIEVEMENT WORKSHOP

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### Raising Māori Achievement **Workshop Outline:**

**Workshop Objective:** To introduce, develop understandings, and identify approaches and practices that support Māori achievement (especially in written literacy).

### Workshop Outline:

<b>9am</b>	Karakia-Waiata- Whakawhanaungatanga Developing practices that lift educational achievement for all The Indigenously based Universal Wellbeing Model The Continuum
<b>10am</b>	<b>MT</b>
<b>10-15</b>	Mātauranga, Te Reo, and Te Ao Māori Views of Learning and Achievement What supports diverse Māori ākonga to achieve?
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	Mātauranga and Te Ao Māori Views of Literacy and Relationship Building Key practices that support relationship building Mind Map Culturally Responsive Relationship Building Practices
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Mātauranga and Te Ao Māori Views of Literacy and Motivation Building Key practices that support motivation Mind Map Culturally Responsive Motivation Building Practices Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Assignment Developing a Culturally Responsive Practices Bank</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

# UNIVERSAL WELLBEING MODEL OVERVIEW WORKSHOP 1

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## Universal Wellbeing Model Overview Workshop 1 Outline

### Workshop Objective:

To overview the research, and introduce the Universal Wellbeing Model and its applications and implementation for staff, schools and kura.

### Workshop Outline:

<b>9am</b>	Karakia – Waiata- Whakawhanaungatanga Origins of the Universal Wellbeing Model Overview of the research that led to development of the model
<b>10am</b>	<b>MT</b>
<b>10-15am</b>	Universal Wellbeing Components Examination of Sensory Inputs, the Domains and 70 variables that determine wellbeing
<b>12noon</b>	<b>Lunch</b>
<b>12-45</b>	Universal Wellbeing Model Based Applications Systems and processes Facilitation, Evaluation, Coaching & Leading
<b>3pm</b>	<b>AT</b>
<b>3-15pm</b>	The Universal Wellbeing Model in Practice Facilitation, Education, Advising Giving, Risk Management/Referral <ul style="list-style-type: none"><li>- Homework Assignment Developing a Culturally Responsive Practices Bank</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia – Waiata</li></ul>
<b>4pm</b>	Finish

**Note: This highly successful workshop and programme is supported by 14 years of research and practice which include two national research investigations.**

Most schools-kura will take 2 to 4 years to building their system

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## UNIVERSAL WELLBEING - MARAU Ā KURA PLD PROGRAMME

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(Also known as the Becoming a Universal Wellbeing Model School-Kura) programme includes:

1. Marau Ā Kura – Universal Wellbeing Workshop 1:

Workshop Objective:

To overview the research, and introduce the Universal Wellbeing Model and its applications and implementation for staff, schools and kura.



2. Marau Ā Kura – Universal Wellbeing 2:

Workshop Objectives:

Build staff wellbeing enhancement capabilities

Create effective and coordinated school-kura wellbeing support systems

(Including needs analysis, reporting, and monitoring)



3. Marau Ā Kura – Universal Wellbeing 3:

Workshop Objective:

Integrate wellbeing enhancement throughout the curricula



4. Marau Ā Kura – Universal Wellbeing 4:

Workshop Objective:

Build parent/guardian and external expert support networks

(Includes evaluation and continuous improvement)

**Note: This highly successful workshop and programme is supported by 14 years of research and practice which include two national research investigations.**

**Most schools-kura will take 2 to 4 years to building their system**

## **Becoming Universal Wellbeing Model School/Kura Steps**

The MoE states positive wellbeing is a precursor to achievement and equity. Now you can engage your whole community and take the steps to become a positive universal wellbeing model supporting school-kura today.

### **Steps to becoming a Universal Wellbeing Model School or Kura**



### **Benefits of Universal Wellbeing Model System include:**

- Reduction in absenteeism & early withdrawals
- Increased students, staff & community levels of engagement
- Increase in achievement & productivity levels
- Creation of a reciprocally caring & empathetic community
- Increased satisfaction with your school-kura environment
- Improved individual & collective; staff, student & community wellbeing
- Creation of evidence-based & continuously improving wellbeing support system





## Bronze Level Step 2

### Professional Wellbeing Education & Accreditation Programme Options

The New Zealand Curriculum Design Institute (NZCDI) & FREEDOM Wellbeing Institute (FWI) provides the following research-based professional universal wellbeing model based professional programmes and accreditations.



\*These programmes include Professional Wellbeing Facilitator Accreditation Requirements

#### **Graduates will be offered the opportunity to be:**

- be listed on our website
- supported with research-based facilitation materials
- supported with wellbeing resources they can give to their clients
- invited to annual and ongoing professional development events
- re-accredited annually
- engaged in ethical and approved research projects

**Note:** The first certificate MoE Funded for Teacher Aides

## Appendix C - Helpful Links:

<https://www.nzcdi.ac.nz/wellbeing-research>

<https://www.nzcdi.ac.nz/universal-wellbeing-model-uwm>

<https://www.nzcdi.ac.nz/wellbeing-checks>

<https://www.nzcdi.ac.nz/universal-wellbeing-model-school-kura>

<https://www.nzcdi.ac.nz/wellbeing-programmes>

<https://www.freedom-ihe.ac.nz/professional-universal-wellbeing-education-accreditation-programmes-1>

# HIGH IMPACT TEACHING STRATEGIES PROGRAMME (4 WORKSHOPS)

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## HITS Workshop 1 Outline:

**Workshop Objective:** To introduce, develop understandings, and high impact teaching strategies that work related to Relationship Building, Setting Goals and Structuring Lessons.

## Workshop 1 Outline:

<b>9am</b>	Karakia-Waiata <b>High Impact Teaching Strategies Foundation</b> Conducting a Student Needs Analysis (MI/Gardener Activity) Building Relationships - Johari's Window Exercise
<b>10-30 am</b>	<b>MT</b>
<b>10- 45</b>	<b>Setting Goals/Objectives &amp; Intentions</b> Writing your intent-precisely Knowing, Doing and Understanding(Beliefs, Values and Attitudes) Creating a Success orientated Environment The Continuum Exercise
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	<b>Structuring Lessons, Units, Horizontal &amp; Vertical Planning</b> Analysing planned learning Creating progressions that support equitable achievement Interactions, ZPD, and Scaffolding the recipe for progress
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	<b>Planning Practice</b> Group Brainstorm of Common Practices Identified Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Start Developing a School HITS Common Practices Framework</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

## HITS Workshop 2 Outline:

**Workshop Objective:** To introduce, develop understandings, and high impact teaching strategies that work related to Multiple Exposures, Explicit Teaching, and Worked Examples.

### Workshop 2 Outline:

<b>9am</b>	Karakia-Waiata <b>Multiple Exposures</b> How to optimising and accelerate learning? Socio-ecological and socio-cultural principles
<b>10-30 am</b>	<b>MT</b>
<b>10- 45</b>	<b>Explicit Teaching</b> Implementing effective explicit teaching How do you know your teaching has been effective? Role Plays
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	<b>Worked Examples</b> Effective teaching of knowledge(Know) Effective teaching of skills (Do) Effective teaching of understandings (beliefs, Values & Attitudes
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	<b>Mini Worked Example Teaching Experiences</b> <b>Brainstorm Common Practices</b> Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Start Developing a School HITS Common Practices Framework</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

## HITS Workshop 3 Outline:

**Workshop Objective:** To introduce, develop understandings, and high impact teaching strategies that work related to Collaborative Learning, Questioning and Feedback.

### Workshop 3 Outline:

<b>9am</b>	Karakia-Waiata <b>Collaborative ‘ Social’ Learning</b> Small Group Teaching Collaborative Learning Experiences & Methods – Project, Inquiry, Ako & CoP
<b>10-30 am</b>	<b>MT</b>
<b>10- 45</b>	<b>Questioning</b> The purpose of questioning Open, Closed, Socratic Inquiry -based Who, What, Why, When, Where, How, How Much? Response Management
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	<b>Feedback and Feed Forward</b> SMART Model Feedback and Feed Forward Formulation
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	Feedback and Feed Forward Practice and Peer Review <b>Brainstorm Common Practices</b> Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Start Developing a School HITS Common Practices Framework</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish

## HITS Workshop 4 Outline:

**Workshop Objective:** To introduce, develop understandings, and high impact teaching strategies that work related to Metacognitive Strategies, Differentiated Teaching, and Assessment and Evaluation.

## Workshop 4 Outline:

<b>9am</b>	Karakia-Waiata <b>Metacognitive Strategies</b> Metacognitive capability development – motivation, knowing how you learn Self-regulation, Reframing, and Positive Self-Talk Change and support people through states of liminality and learning
<b>10-30 am</b>	<b>MT</b>
<b>10- 45</b>	<b>Differentiated Teaching</b> Meeting individual learner needs; strategies that work Being inclusive, supporting diversity, and equity Considering age, gender, ethnicity, culture, interests, abilities, strengths... Peer Review and Role Plays
<b>12-15pm</b>	<b>Lunch</b>
<b>1pm</b>	<b>Assessment</b> Unpacking the purpose of assessment: who is it for? Diagnostic, Formative and Summative MoE Assessment Principles Assessment Practice Experiences
<b>2-30pm</b>	<b>AT</b>
<b>2-45pm</b>	<b>Evaluation - Quality Assuring your Teaching</b> Monitoring, Review, Reflection, Self-Assessment, Audit, and Quantitative and Qualitative Evaluation <b>Brainstorm Common Practices</b> Insights and Challenges Report Back  <ul style="list-style-type: none"><li>- Homework Start Developing a School HITS Common Practices Framework</li><li>- Evaluation</li><li>- Reflection Provided</li><li>- Karakia-Waiata</li></ul>
<b>4pm</b>	Finish