Cluster Managers’ Hui

Specialist Teaching Programme Session
Auckland
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The Learning & Behaviour Team

Alison Kearney
Wendy Holley-Boen
Catherine McCulloch
Natalie Leranth
Core Theory & Foundations
• Inquiry-based
• Interprofessional & Evidence-Based
• Interconnected
• Integrated & Networked

Learning & Behaviour Diversity
• Professional Practice as an RTLB
• Evidence-based practice at each layer of the ecology

Evidence-Based Interprofessional Practice
• Critically appraising resources
• Giving and receiving evidence-based feedback
• Developing collective, interprofessional resources

Practicum
• Integrated professional practice
• Professional, evidence-based identity
Domain 6

Ethical & Reflective Practice

May 9 - May 20: Domain 6 - Competence in ethical and reflective practice

- To gain your Domain 6 Badge: Pass the quiz, add to the forums and glossary
- To complete your ePortfolio: Set personalised learning goals & activities aligned with competencies, add artefacts, self assessment and reflection

QUIZ Domain 6 | ETHICAL & REFLECTIVE PRACTICE

- Domain 6 | Book 1 | ETHICAL PRACTICE
- Domain 6 | Book 2 | REFLECTIVE PRACTICE
- INQUIRY FORUM on Domain 6 | ETHICAL & REFLECTIVE PRACTICE
- SPECIALIST FORUM on Domain 6 | ETHICAL & REFLECTIVE PRACTICE

Share glossary resources for Domain 6 | Ethical & Reflective Practice

The T-shaped Student

The "T-shaped" student

Cross Domain Skills & Attitudes

The Depth of Learning
This page describes the learning goals, artefacts and reflections as well as the self-assessment for Domain 5 - Evidence-Based Practice.

Profile Information

I am currently working at the Learning Support Centre at Nayland College in Nelson. I teach literacy, numeracy and music classes.

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Professional Learning Plan - Domain 5

NARRATIVE

I began this domain with a general understanding of Evidence-Based Practice as ‘teaching practice based on research,’ not realising the EBPG model involved an interrelationship between Tika, Pono, and Aroha. My overarching learning intention was to gain an understanding of this model and how I could use it to improve my teaching practice.

DOMAIN 5 GOALS:

Selection of my goals for Domain 5

- To increase my knowledge of effective teaching and learning practices in the field of special education
- To use research based findings, practitioner knowledge, and knowledge of the learner in context to select and evaluate interventions
- To increase my knowledge of the breadth and relative strength of programme adaptations and interventions relevant to inclusive special needs education

LINK TO COMPETENCIES for DOMAIN 5

- demonstrate knowledge of evidence based & effective teaching and learning practices

IS MY PRACTICE EVIDENCE-BASED AND SOLUTION FOCUSED?

ARTEFACTS/REFLECTIONS: DOMAIN 5

The following are measurable artefacts for Domain 5:

ARTEFACT REFLECTION
1. Quiz results
   My quiz results showed an overall improvement in this domain. In particular, there is evidence my understanding of evidence-based practice has greatly increased

2. Literature review
   I reviewed Hammersley’s paper “Some questions about evidence-based practice in education”

3. Completed readings relevant to Evidence-Based Practice
   I completed a number of readings relevant to Evidence-Based Practice

4. Assignment
   In my interview with a SENCO for assignment 2 I discussed the role of Evidence-Based Practice in schools

5. Assignment
   In assignment 2 I produced a concept map outlining the role of an RTLB in relation to the domain of Evidence-based practice

6. Forum discussions
   I made posts in the forum regarding Differentiated Instruction, Evidence-Based Practice, and Response To

SELF REFLECTIONS ON DOMAIN 5

Reflecting on the artefacts I have gathered for Domain Five has highlighted for me the extent to which my understanding of the Evidence-Based Practice model as a dynamic intersection of research evidence, practitioner expertise, and input from the family/client has been clarified. I have also made significant steps toward integrating this approach into my teaching practice.

My first learning goal was to increase my knowledge of effective teaching and learning practices in the field of special education. This relates to the competency: demonstrate knowledge of evidence based & effective teaching and learning practices.

I began my work on this domain based with the assignment one literature review, for which I critically examined Hammersley’s 2001 paper (Artefact 2). This reinforced my initial
Learning & Behaviour Diversity
Evidence-Based Interprofessional Practice
Practicum
Changes and Innovations
Badging
Whānau Support Groups

Whānau Support Group Forums

CONNECTED & INTERCONNECTED
Curation
Short Courses

RTLB SHORT COURSE

Week 1

Friday 12 February - Thursday 18 February

- Week One Forum
- Introduction to Week 1
- Belonging to an Online Learning Community
- Curation as a way to manage knowledge