

Adaptive expertise positions educators to:

- make the most of the 'learning opportunity' – adapting and developing teaching as students engage and interact with the learning
- plan a personalised pathway for every learner, and a personalised response to every learning need and aspiration
- make more deliberate choices about how they will implement curriculum, policies and practices.

"We really do believe that all students can achieve and we have to find out what vehicle to use to get them to achieve."

Middle Leader

Deliberate professional acts occur when educators draw from their professional expertise to make deliberate decisions about what will make the biggest difference for student achievement and well-being. These include implementing curriculum, policies, practices and interventions that are:

- purposefully developed to promote excellence, equity and belonging for all students
- responsive and appropriate to local contexts
- grounded in research about what we know works to support students'
 - strong, secure cultural identities
 - learning and achieving for the future
- reviewed in response to evidence and feedback on how their decisions and actions are affecting students and whānau.

"It is what teachers know, do, and care about which is very powerful in this learning equation."

*Hattie, 2003, p.2

*Hattie, J. (2003). Teachers make a difference: What is the research evidence? Australian Council for Educational Research Annual Conference on: Building Teacher Quality (p. 1-17). Melbourne: Australian Council for Educational Research.



Adaptive expertise driving deliberate professional acts ...



A focus on the actions taken by professionals risks either relying on what we have always done and hoping for different results, or changing our actions but leaving the underlying power structures unchallenged.

When we critically examine our professional practice, we ask ourselves the following.

What are our ways of 'being'? Do we:

- focus on activating potential (our own and others) and contribute to building a school community that delivers equity, excellence and belonging for all?
- explore how current policy, curriculum and pedagogy is constructed within culturally located frameworks of knowledge, normality and being?
- willingly 'let go' of our practices, planning and interventions if they are not meeting the needs of our students?
- persevere to meet the needs or potential of those least well-served by current policies, curriculum and pedagogy?

What about our ways of 'doing'? Do we:

- pursue understanding of our own and others' identity, language and culture?
- actively contribute to a climate of trust, mutual respect, open-mindedness and willingness to learn, within the school and with the community?
- engage with research-informed theory and practice to build our knowledge and expertise?
- engage in critical, evidence-based cycles of inquiry to monitor and evaluate the impact of theory and practice on student engagement, learning and well-being?

Poutama Pounamu works to promote an accelerated pathway of change towards equity, excellence and belonging, where each learner's prior knowledge and experience provides the foundation from which new learning can build and potential is released.

Under the Treaty of Waitangi, *partnership, protection and participation* are the rights of all learners, Māori (iwi) and non-Māori (Pākehā and Tauīwi).

The *ako* critical contexts for change:

- cultural relationships for responsive pedagogies, together with
- adaptive expertise driving deliberate professional acts, and
- home, school and community collaborations.



Te Kura Toi Tangata
Faculty of Education
The University of Waikato
142 Durham Street
Tauranga 3110
phone 07 577 5332
www.poutamapounamu.org.nz

kaupapa
ako
mahi ngātahi
wānanga

... builds on Māori metaphors