



Our Responsibility - Links to Our Code and Values

Values

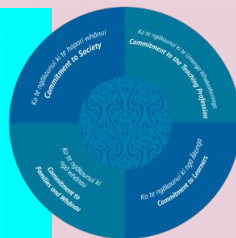
These values underpin *Our Code, Our Standards*. They define, inspire and guide us as teachers.

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.



Our Code, Our Standards

The Code sets out the high standards for ethical behaviour that are expected of every teacher. The Standards describe the expectations of effective teaching practice. Together they set out what it is and what it means, to be a teacher in Aotearoa New Zealand.

Our Code

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1. demonstrating a commitment to providing high-quality and effective teaching

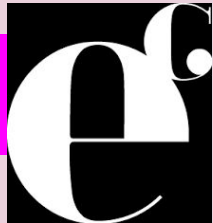
2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

1. promoting the wellbeing of learners and protecting them from harm

5. promoting inclusive practices to support the needs and abilities of all learners

6. being fair and effectively managing my assumptions and personal beliefs.



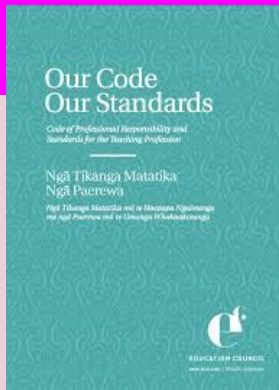
Our Responsibility - Links to Our Standards

Professional Learning

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.

Teaching

- Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.
- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.



[Link to the Web Booklet](#)

Learning Focused Culture

- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.
- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.
- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.
- Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.
- Create an environment where learners can be confident in their identities, languages, cultures and abilities.
- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.

Emotional Aspects

[Groops : Emotional Repercussions of Dyslexia](#)



Dyslexia can be an extremely frustrating disorder to live with. It can be difficult for children to understand their disorder and the symptoms they struggle with each and every day. This, in turn, can cause children a lot of emotional distress as a result of the discouraging nature of dyslexia.



Children who have dyslexia can display anger and act out towards others. This behavior is more a result of being *frustrated* as opposed to being *angry*. Expressing anger is much easier than expressing frustration, so dyslexic children can often be mistaken for being oppositional or hot-tempered when in fact they are simply frustrated with their circumstances. Nevertheless, anger is one of the most significant emotional problems that result from dyslexia.

[Click here for more.](#)

Anxiety is the most common emotion dyslexic children experience as a result of their disorder. Fear of reading aloud, embarrassment for taking so long to finish an assignment and having illegible handwriting are just a few causes of anxiety a dyslexic child may face. The natural human tendency is to avoid situations that provoke anxiety, which for a dyslexic child results in even more difficulties at school. Teachers can misconstrue the avoidance of reading, writing and participating in class as laziness. However, this could not be further from the truth. Many children with dyslexia have average or above average intelligence. But the anxiety produced by the school-related activities with which they struggle leads them to withdraw and appear apathetic.



Click here for youtube clips by Pennie Aston
[Dyslexia and Emotional Wellbeing](#)
[Dyslexia and Anxiety](#)

[The New Zealand Dyslexia Handbook](#) - Part 2 Living with Dyslexia

Cultural Aspects



Culture Plays a Role in Dyslexia ..

WEDNESDAY, Sept. 1, 2004 (HealthDayNews) -- A new study reveals that cultural factors influence how dyslexia manifests itself by finding that the disorder affects the brains of Chinese and English speakers differently.

"Our findings argue against a simple biological unit theory of dyslexia," said the study's corresponding author, Lihai Tan, a research fellow at the U.S. National Institute of Mental Health and associate professor of linguistics at the University of Hong Kong. "Dyslexia is part of culture."

"The findings are very important and innovative," said Guinevere Eden, director of the Center for the Study of Learning and associate professor of pediatrics at Georgetown University Medical Center. "They provide solid evidence for the fact that the neural basis of reading is complex and will differ depending on the nature of the writing system. After all, reading is not a skill that is innate, and hence the mechanisms that the brain will draw upon to accomplish this task is likely to differ depending on the demands of a particular writing system."

It has been largely assumed that dyslexia, even in different languages, has the same biological underpinning, with many researchers believing the biological root lies in the left temporoparietal region of the brain. Most studies, however, have looked at alphabetic languages such as English and Italian, which rely on phonology, and not Chinese or Japanese, which rely more heavily on orthography, or written symbols.

[Click here for the full article.](#)