**Section One: Background Information/Context:**

How many students are in your classroom?

What age are your students?

What level of the New Zealand Curriculum are your students working in?

In addition to a diagnosed eye condition what additional disabilities do your students have?

 How many years experience do you have in working with children who are blind or have low vision?

**Section Two: Information about the teaching experience of working with students who are blind or have low vision.**

Question 1: (Domain One, Specialist Knowledge: How does knowledge about the anatomy, physiology and pathology of the eye, visual impairment and functional vision inform teaching practice?) What level of understanding of the anatomy and physiology of the eye have you needed to best support your students and families?

Low Medium High Very High

Comment:

Question 1a: (Domain One: Specialist Knowledge) What influence does understanding of Optics and the use of Low Vision Devices have in your teaching of Learners who are blind or have low vision?

Comment:

Question 1b: (Domain One: Specialist Knowledge) What importance do you place on understanding learners’ eye conditions?

Comment:

Question 1c: (Domain One: Specialist Knowledge) How important are understandings of Functional Vision Assessment to creating a successful learning environment for learners in your classroom?

Comment:

Question 2: (Domain Two, Braille Proficiency: How do different philosophies of special/inclusive education impact attitudes to Braille and Braille instruction.) How important do you believe the learning of Braille is for learners who are blind or severely low vision?

Comment:

Question 3: (Domain Three: The impact of Vision Impairment and Blindness) What specific theorists in teaching for children who are blind or low vision influence your classroom teaching practice?

Comment:

Question 3a (Domain Three: The Impact of Vision Impairment and Blindness)

What strategies do you use to teach concept development for learners who are blind or have low vision?

Question 4: (Domain Four: Evidence Based Practice; Adaptive Teaching and Learning) How important to learning outcomes are curriculum adaptations that you make as a teacher of learners who are blind or have low vision?

Comment:

Low Medium High Very High

Question 5: (Domain 5: Expanded Core curriculum) What importance is placed on the Expanded Core curriculum in your classroom?

Comment:

Low Medium High Very High

Question 6: (Domain six: Inter Professional Practice) What referral processes are used to place learners who are Blind or have low vision in your classroom? Comment:

**Section three: Questions that are general to all teachers of children with specialized teaching needs.**

Question 1 (Core Domain One: Ethical and Reflective Practice): What values and principles inform your teaching practice?

List:

Question 1a (Core Domain One Reflective and Ethical Practice): What ethical codes of practice govern your teaching practice? Briefly describe an ethical dilemma you have needed to resolve in teaching children who are blind or have low vision.

Comment:

Question 2 (Core Domain Two: What is the cultural context of your teaching practice): In what ways are the aspirations of Maori Whānau for their children met in your classroom?

Comment:

Question 3: (Core Domain Three: What is the domain knowledge of your teaching practice): What educational theorists guide your teaching practice?

Comment:

Question 4: (Core Domain Four: Which professionals/ communities do you draw learning from and share knowledge with): Please list other professionals that contribute to and influence programmes in your classroom/ caseload/roll. How do they contribute to your programmes?

Comment:

Question 5: (Core Domain Five: Is your practice ‘Evidence Based’ and ‘Solution focused’?)

What use of Evidence Based Practice do you make in your teaching decisions and how do you share your knowledge with others?

Comment:

Question 6: (Core Domain Six: Assessment Practice: When, where, how do you assess?) What assessment tools and theories are used in planning for learners in your classroom?

List:

Comment:

Section Four: What challenges have you experienced in teaching students who are blind or have low vision and what strategies have you used to overcome these strategies.