Graduate Diploma in Teaching (Primary)
Practicum One
EDPRAC 611
Professional Practice
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COURSE OVERVIEW

Code & Title

EDPRAC 611: Professional Practice

Points

30

Calendar Prescription

Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

Restrictions

EDPRAC 607, 608, 621, 622

To complete this course students must enrol in EDPRAC 600 A and B, or EDPRAC 600

Learning Outcomes

1. Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.
2. Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.
3. Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.
4. Use digital technologies to foster and enhance collaboration.

The above outcomes are addressed at various times during designated practica. Not all of them will be a focus for each practicum. They are addressed developmentally and incrementally. Students will be expected to refine teaching during each practicum as they develop their skills, knowledge and practice over time.

Content

The content is linked to your practice contexts. You will be placed in two different schools during the year. There are a total of four practica during the year: three block practicum placements (3 weeks, 5 weeks, and 5 weeks) and a set of approximately 16 Wednesday and Thursdays in Schools over Semester One and a set of approximately 18 Wednesday and Thursdays in Schools over Semester Two. Students are expected to synthesise their curriculum knowledge from their programme courses during their teaching practice.

The broad areas covered during the year are:

- Child Study (What effects children’s learning?)
- Classroom Observations: Inquiry into what this might mean for you.
- Planning for Teaching and Children’s Learning
- Critical Reflection
- Ethical and Professional Relationships, Professionalism
- Developing a Personal Philosophy of Teaching
- Personal Goals
- Classroom and School Learning Environment
- Documenting Personal Learning and Linking this to TCANZ’s The Standards.
SECTION ONE: Background Information

Aims and Purposes

The three-week practicum is the first of three-block practica. The aim of this practicum is to give teacher candidates the opportunity to:

1. Begin the first step into the teacher induction process and explore the reality of the teacher’s role.
2. Demonstrate that they have the requisite communication and dispositional qualities to become a teacher (linked to TCANZ requirements, see appendices seven and eight).

Overview

This practicum requires student teachers to become familiar with the New Zealand primary setting and find out how a class is set up at the beginning of the year to support children’s learning. Students are also required to demonstrate the appropriate professionalism and communication expected of a developing teacher.

While it is important for students to complete the key requirements outlined in this handbook, it is equally vital that they participate in the classroom programme and take opportunities to work with children (planned or unplanned) and assist associate teachers in the classroom. Observations and basic requirements can be met while taking an active part in the classroom programme; it is not always necessary to sit at the back of the room and take notes. Learning should occur through observations, interactions with children, and discussions with associate and other teachers, peers and school staff. The nature of the learning should be interactive and collaborative. Reading aloud to the class on a regular basis is a key requirement to facilitate active communication and engagement with children.

While there is no set requirement to undertake planned teaching other than reading aloud and teaching a game, students have had some preparation to engage in planned teaching and are encouraged to take any opportunity to do so. A number of students have experience of ‘teaching’ in schools in NZ and overseas and are keen to extend their knowledge and practice.

In summary students will need to:

- Undertake structured and focused observation to find out how a class is organised and set up at the start of the year to build a supportive foundation for children’s learning.
- Read aloud to children as frequently as possible and explore the features of quality children’s literature for this purpose.
- Teach a game to a group or whole class (e.g. word, PE or drama game).
- Assist learners on a daily basis and build positive, relationships with them.
- Demonstrate effective communication and professional dispositions.
- Explore the role of the teacher.
- Assist the associate teacher in the classroom on a daily basis.
- Reflect on practicum experience and consider the implications for future practice.
SECTION TWO: Student Teacher Requirements
What needs to be done?

Practicum inquiry requirements focus on the following topics/themes:

- Role of the classroom teacher.
- Establishment of a safe classroom at the start of the year.
- Establishing effective communication with colleagues and children.
- Analysing and critically engaging with information gathered from the school to inform, evaluate and enhance effectiveness of own professional practice.
- Establishing and demonstrating professional and ethical relationships.
- Reflecting on own learning and practice.

Learning Outcomes for this Practicum

There are four Learning Outcomes (LO’s) for this practicum:

- **LO 1**: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.

- **LO 2**: Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.

- **LO 3**: Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.

- **LO 4**: Use digital technologies to foster and enhance collaboration.

Each of the LO’s align with Key Teaching Tasks at varying minimum expectations. See Appendix 13 for the Key Teaching Tasks. See Practicum One Report for the aligning LO’S and corresponding Key Task Minimum Expectation.

What do I Need to Find Out? Seven Inquiry Requirements

INQUIRY REQUIREMENTS

- There are six inquiry tasks. You will be required to engage in **structured observation and discussion** to seek and construct provisional concepts and information.
- Findings and questions for reflection and on-going analysis need to be documented professionally in your practicum file.

The **main purpose of structured and focused observation during this practicum is**:

- To find out how a teacher establishes a safe classroom learning environment at the beginning of the year to support children’s learning and
- To develop an understanding of the processes, principles, organisation and planning involved in achieving this.
INQUIRY REQUIREMENT ONE

❖❖ How is a class established and managed at the beginning of the year to support all children’s learning? (This will be an on-going inquiry over the three weeks).

Please note: The process of establishing a safe environment to support learning can take 4-6 weeks (or longer) and requires regular maintenance. Observe how your associate teacher builds relationships with children and introduces, consolidates and maintains new systems. Focus on the following:

a) Health and Safety: physical, social, emotional and cognitive
   □ What are the individual and class health and safety needs identified and addressed at the beginning of the year? How are these identified? How are they addressed?
   □ Which needs are given priority in the first three weeks? Why is this so?

b) Creating an effective classroom learning environment
   □ What does your associate teacher need to do to set up his/her classroom at the beginning of the year before children arrive on the first day of school? (Consider: furniture, wall resources, equipment, lesson plans, physical classroom space, and information about children). When does your associate teacher begin this process? How long does it take? What factors determines the initial set up of the classroom.
   □ Sketch an aerial view drawing of the classroom plan showing the furniture, equipment and fittings. Include seating arrangements (with children’s names if applicable) and find out why children are seated the way they are. How do the particular physical arrangements assist the teacher to support children’s learning? Is the classroom arrangement temporary or not and what is the reason for this?

c) Establishing routines and organisational procedures
   □ What are the most important routines and organisational procedures to be established? Why is this so? Discuss this with your associate teacher.
   □ How does your associate teacher establish procedures and routines? Record in detail the establishment and consolidation of these on a daily basis. See the checklist * below and select those that are relevant to your class. Not all will apply.
   □ How long does it take your associate teacher to establish these? What are the challenges?

* The following is a list of possible routines, rules, procedures and organisation that may take place in your class. Many will not be applicable to the class you are in due to the level or age group of your class. You need to observe and find out which ones are applicable.
   □ Coming into the class: before school, after interval and lunch.
   □ Roll call.
   □ Packing up at the end of the day.
   □ Packing up at the end of each lesson/learning episode/teaching session.
   □ Moving out of the classroom: at interval, lunchtime and end of school day.
   □ Procedures for distributing and putting away resources.
   □ Grouping children for learning (e.g. for Maths, reading).
   □ Moving around the classroom (when, where, why, what for, how often).
Reward systems.
- Sitting on the mat.
- Going to the toilet.
- Homework.
- Ordering lunches/distributing lunches.
- Using the library.
- Listening to the teacher reading a story.
- Discussion sessions (whole class, groups).
- Phrases used for positive reinforcement/affirmation.
- Code of behaviour towards others in a class treaty.
- ‘Start of the day’ routines.
- Working at tables/desks/mat.
- Heading up exercise books/work on paper.
- Keeping the room tidy.
- Swimming.
- Structure of curriculum session (e.g. writing, maths, visual art).

Outside the classroom
- What is expected of children during lunchtime? Who monitors this?
- Are there rules for eating lunches?
- How do children behave/play in the playground? Observe selected children over a couple of days and record what you have noticed (e.g. social & physical skills, interests, interactions with others/the environment).

c) Building positive professional relationships with a class.
- What does your associate teacher do to build positive learning relationships with children in the class? How are these relationships maintained and developed?
- What information does your associate teacher have about the children before the school year begins?
- Discuss questions arising from your observations with your associate teacher when time permits. Record ideas/questions during your observations.

INQUIRY REQUIREMENT TWO
❖❖ What is the role of the teacher outside the classroom?
What activities and responsibilities is your associate teacher expected to undertake outside the classroom? List these. How many hours does this take on a weekly basis? What have learned about the teacher’s role from this inquiry? What does this mean for your practice?

INQUIRY REQUIREMENT THREE
❖❖ How do I develop appropriate dispositions that engage children and build positive relationships?
During the first two days of school:
- Be prepared to introduce yourself to the class and tell them a little about yourself.
- Learn the children’s names and pronounce them correctly.
- Document: The main ways you have developed positive, professional relationships with children. Describe briefly what and why. Summarise what you have learned from this and how this will be support your practice and children’s learning.
**INQUIRY REQUIREMENT FOUR**

*How well do I communicate with the children?*

*How can I evaluate my level of communicative effectiveness?*

_Reading Aloud to the Class_

- Read aloud to the class daily whenever possible. The reading could take anywhere from 5 – 15 minutes.
- Keep a log of your reading sessions. Develop a template. List the books selected and read. Evaluate the effectiveness of each book read on a 5-point scale. Give reasons. This will be a valuable resource for your future teaching career.
- Discuss with associate and other teachers: What are the features of good literature for reading aloud to children?

_Teach a simple, fun learning game to a class or group of children_

- Consider the age of the children and the learning benefits of the game e.g. memorizing, categorizing nouns, physical ball skills.
- Evaluate the effectiveness of your communication after you have taught your game.
- Include reflection about your communication.

**INQUIRY REQUIREMENT FIVE**

*Associate Teacher Classroom Communication*

_Observed and record: How . . ._

- Does your associate teacher uses verbal and non-verbal communication to support children’s learning and maintain classroom expectations?
- Does your associate teacher reinforce positive behaviour? Provide some examples and describe the features of positive feedback communication.
- Do children respond to the teacher’s communication and classroom organisation and management processes and how does this affect their learning.

**INQUIRY REQUIREMENT SIX**

*Principal’s Discussion*

- Arrange to have a group interview with the Principal or Principal’s designate (choose one student to arrange this).
- Organise a meeting with fellow students to develop a group list of pertinent questions that seek further understanding of practicum requirements from a school perspective rather than a classroom focus. Give the list to the Principal at least a day before the meeting.

**INQUIRY REQUIREMENT SEVEN**

*Smyth Reflection*

- Write one Smyth about an incident, idea, or question that you have encountered that you need to explore and reflect on in depth to gain a greater insight and help you consider issues for your own future practice.

The specific inquiry requirements outlined above should be completed in the order that best suits the needs and circumstances of all concerned: class, school, associate and student teacher.
Why observe?
Structural and focused observations are undertaken to seek answers to questions that inquire into the search for ‘what is happening here?’ and ‘why is this happening?’ The reasons for particular practices are not always self-explanatory and need to be ‘unpacked’ and discussed to provide in-depth understandings. Observation on practicum seeks to find out what, when, how and why things happen as they do; this is then able to be used to inform and critique your own practice.

The collection of information to provide answers to questions posed requires that you make detailed notes in bullet points during observations. Analysis of the data/information collected needs to be undertaken to help make sense of what has been observed. The following are guidelines for effective observation:

Observations need to:
- Include basic context data: who, when, where, what, how.
- Include the time frame.
- Be descriptive and factual.
- Be non-judgemental (observations are not critiques of associate teacher strategies and approaches – either positive or negative).
- Establish a specific focus: a focus question is required for this.
- Be recorded on an observation template- appendix 3 (you may design your own).

Observations documented need to be discussed and implications for your own practice considered. The following are some key areas for discussion.
- Discuss the reasons for the emphasis on organisation and management practices at the beginning of the year.
- Discuss with your associate teacher any aspects that require clarification (when there is a spare moment such as on the way to the staffroom).
- Discuss with colleagues the implications of your findings for your future practice.
  Record important ideas for future reference.

How can observations be achieved while assisting in the classroom?
You will need to spend the first day engaged in quite a bit of observation. However, following this, observations and basic requirements can be met while taking an active part in the classroom programme; it is not always necessary to sit at the back of the room and take notes. This will require you to be observant while working with children and then recording key ideas when you find the time to do so.

It is suggested that spaces are left in your observation notes so that you can add details at the finish of the morning or end of the day. Remember that while documentation needs to be professional, it is not required for publishing. It should be a professional working document; avoid duplication of work, there is no need to type up work at the end of the day.

An i-pad/laptop is useful for recording observations. Taking photos of the physical class environment is suggested but permission must be sought. Photos of children working in class must not to occur unless the school, via the co-ordinator or principal, grants permission.
SECTION THREE: Organisation, Expectations, Assessment

Expectations of Student Teachers

Practicum Hours at School
Student Teachers are expected to be at their school for a minimum of seven and a half hours per day, from 8.30 am – 4.00 pm. Alterations to these times need to be negotiated with Associate Teachers and School Co-ordinators. Some schools start at 8.15 am.

Familiarity with School Policies and Protocols
Students must familiarize themselves with school policy and ensure their behaviour is consistent with all policies in relation to:
- Being alone with pupils.
- Sexual/other harassment.
- Physical contact with pupils.
- Giving comfort and first aid to pupils.
- School discipline systems/processes.
- General professional practice/conduct.
- Social media
- Taking photo and video images in the school environment.

Procedures regarding use of: phone, fax, photocopier, computers, library, staffroom and any other relevant school facilities need to be checked at the start of the practicum. Students need to ask their school co-ordinator about key protocols and procedures for practicum one.

Communication with Appropriate Personnel
Students need to be proactive and seek advice from appropriate personnel if they consider they need guidance regarding progress or other professional matters during practicum. The school co-ordinator is the first avenue of communication, the designated professional supervisor the second.

Maintaining Documentation: The Practicum File
Each student teacher must establish and maintain a practicum file with detailed documentation for each practicum. Documentation has three purposes: 1) a reference point for teaching and planning; 2) providing evidence of meeting the practicum requirements; 3) keeping personal records of teaching that provide a foundation for reflection, future learning, and evaluation of personal, professional growth. As developing professionals student teachers are responsible for documenting evidence that clearly demonstrates that they have met the criteria for the Practicum Learning Outcomes.

Key Points
- The file is a professional public document. Associate teachers, professional supervisors, the school Principal/DP and school co-ordinator have access to this file during the practicum.
at all times. The file should be made available to each associate teacher so that s/he can monitor progress and provide feedback where necessary.

☐ The file should be divided into content sections and contain a contents page and labelled dividers.

This file will contain dated documentation of:
- Reflections.
- Observations.
- General Faculty of Education and course information.
- Planning for teaching and learning of individuals, small groups or whole class.
- Written feedback from Associate Teachers.
- Records detailing: interactions with children, significant learning, discussions with Associate Teachers, changes in your understandings and thinking.
- Records of school policies, planning and organisation.
- Information about classroom planning/organisation/management and procedures.

☐ The file needs to be organised, manageable, user friendly, and kept up to date. Quality rather than quantity should guide documentation. Key findings should be recorded as bullet points rather than lengthy prose. How the file is organised is left to each individual.

## Expectations of Schools and Associate Teachers

Associate teachers need to be aware that at this stage of the year, student teachers have not had much experience in curriculum courses and have only been briefly introduced to lesson planning.

### Access and Explanation of Documentation

Students benefit immensely from explanations and ‘unpacking’ of plans and assessment documentation used by the associate teacher in order to understand their relevance to children’s learning.

### Formative Assessment

Feedback and feed forward in both oral and written from Associate Teachers is pivotal to supporting Student Teachers in the initial stage of their practice. **Three pieces of brief written feedback** (bullet points are sufficient) are requested during the three-week practicum. Written feedback needs to be discussed briefly and students need to initial and date feedback sheets discussed.

### Professional Responsibilities

While on practicum, student teachers are considered to be associate members of the school staff. They are expected to take part in all aspects of teachers’ work and to accept the professional obligations that are part of this role. However, student teachers should not take sole responsibility for the conduct and safety of children, either individually or as groups, particularly outside the school premises. On occasions, the Principal may request student teachers to take charge of children away from the school grounds (e.g. a sports team, class outing). When this happens, student teachers have a clear duty to exercise care and supervision to the standard of care of a responsible parent. In such cases the ultimate responsibility lies with the Board of Trustees through the class teacher and school Principal.
Students failing to meet professional expectations and/or make appropriate progress

At times a student teacher may fail to understand the role of the teacher and his/her behaviour fails to meet professional expectations. This may often be difficult to articulate particularly in written form. However, this should not impede notification of any concern. A concern needs to be articulated as soon as it becomes evident. The school co-ordinator should be notified.

*Transparency is important.* A student needs to be informed clearly of any concerns held and the processes that will be undertaken to address this. This will give the student teacher the opportunity to work towards meeting requirements. All communication should be documented and signed and dated by participants in the process.

**The following steps are guidelines that an Associate Teacher should use if a student does not meet the professional standards expected. Use the form, appendix 6, for documentation.**

**Step 1:**  Identifying the concern(s)
The Associate Teacher needs to identify the area of concern. This can be in any area: relating to children, disposition, communication, meeting school requirements. Concerns should be linked to any of the following: practicum Learning Outcomes, the Teaching Council of Aotearoa New Zealand *Standards for the Teaching Profession* (Appendix 8) and or the Teaching Council of Aotearoa New Zealand *Code of Professional Responsibility.*

**Step 2:**  Articulating concern(s) to the student and other school professionals
First notify your school’s Practicum Co-ordinator or Deputy Principal of your concerns. Then inform the Student Teacher about your concern about his/her progress and advise that steps need to be taken to address this. Following the discussion, document the concerns and formulate an agreed written plan of action that the student can use to guide his/her progress in the area of concern. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. All the documentation should be dated and signed by both the Associate and Student Teacher. It is advised that the Co-ordinator be given a copy to be filed.

**Step 3:**  Liaising with the Professional Supervisor
3a. Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented.
3b. *The Professional Supervisor will organise a visit to the school* to hold a three-way discussion with the student and Associate Teacher. During the discussion the student needs to be informed of which Learning Outcome(s) is at risk and what needs to be done, and by when, in order to pass the practicum.
3c. *The Professional Supervisor will observe the student working in the classroom if necessary.* The observation will be documented and copies given to both student and Associate Teacher.

**Step 4:**  Documenting Student Progress
The Associate Teacher needs to give regular oral and written feedback to the student. Other senior staff in the school may also wish to make an observation and give feedback and feed forward to the student.
An Overview of the processes

**Grades are not given for practicum.** On completion of a practicum results are given as a pass (P), fail (F) or Credit Withheld/Not Achieved (NA). Achievement of practicum will be based on the **completion of assigned professional requirements, meeting the Learning Outcomes** and their associated criteria.

**Pass**
This will be granted when the assessment process indicates that all of the Learning Outcomes have been achieved. In order to gain a pass, all criteria for each Learning Outcome need to be met.

**Credit Withheld/Not Achieved (NA)**
This grade is available for Practicum 1 and 2 only. It is not automatically granted. This grade may be granted when a very small number of criteria for one or two outcomes are not achieved and the assessment processes have indicated that the student teacher be given the opportunity to complete these with extra practicum days or during the subsequent practicum placement.

Students need to have demonstrated on a consistent basis during the practicum that they are capable of meeting the withheld criteria Learning Outcomes during the subsequent practicum to be granted a credit withheld. The granting of this grade needs to be confirmed by the Practicum Co-ordinator in consultation with the student teacher and the visiting lecturer during a practicum review process.

**Fail**
This will be given when the assessment process indicates that a full re-sit of the practicum course is required. This will be confirmed by the Practicum Co-ordinator.
A. General On-going Assessment Responsibilities

Student teachers are to take responsibility for completing the requirements and document this as evidence in their practicum files.

Associate teachers need to give student teachers three pieces of brief written feedback over the three weeks regarding student’s professional attributes, communication and relationships comments in the form of bullet points. Students will have a practicum memo pad for this purpose.

Professional Supervisors will make a visit to schools to and meet with students as a group. They will monitor student progress, check practicum files and assist student with filling in the self-assessment components of their practicum reports.

B. Guidelines for Completing the Assessment Report

The Assessment Report
This is a ‘collaborative document’. All three parties involved in the practicum: associate teacher, student teacher and professional supervisor each take responsibility for a written component of the assessment on the report.

Associate Teacher Assessment
Associate teachers need to complete two parts of the practicum report.

NOTE: It is expected that at the beginning of the course all students will have a number of areas requiring development. However, if there is a significant concern about professional competency this needs to be identified on the report (documented feedback from the associate teacher needs to support this).

The first part
Comments need to be recorded in the box on the inside of the report about communication, professional relationships and dispositions. This can take the form of a series of bullet points or one paragraph; appendices 7 & 8 provide helpful, concrete suggestions.
The second part:
- Complete the two continuums on the back of the report.
- Tick inside a box, not between.
- The two boxes to the left of the continuum indicate a non-achieved assessment grade for the Learning Outcome.

*Student Teacher Self-Assessment Report*

Student teachers need to self-assess the Learning Outcomes on the report with statements that are concrete and specific (avoid general statements) and indicate accomplishments. These statements should be cross referenced to concrete evidence in the practicum file where possible. Evidence consists of documented observations, reflections, lessons taken and evaluated, written feedback from associate teacher and feedback from children which has been recorded.

Professional Supervisors will assist students with this self-assessment process during their school visit.

*University Professional Supervisors*

Professional Supervisors will collect the reports after practicum and sign them off on the back page.

**TO SUMMARISE: Before the Completion of Practicum One**

**Student Teachers need to:**
- Complete the self-assessment section of the report well before the final practicum day.
- Give the report to their associate teacher to complete and sign.
- Ensure that completed reports are collected and returned to the Faculty of Education.

**Associate Teachers need to:**
- Fill in the comment section, tick the two continua on the back of the report and sign the report.
- Pass on the report to the School Practicum Co-ordinator/Principal for signing.
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Appendix One: Practicum One Lesson Planning Template

For those who would like to plan for teaching this format can be copied and used as a guide.

<table>
<thead>
<tr>
<th>Lesson Plan Sheet</th>
<th>Date...............................................</th>
</tr>
</thead>
</table>

**Learning Intentions (What do I want children to learn?)**
State briefly in one sentence.

**What do I need to know about the children to support their learning?**

**What materials and resources will help children learn?**
List resources and materials needed. Check on the numbers in the group.

**Learning Experiences**
*How will I help children to learn? How will I approach and implement this lesson?*
*How long do I have?* Outline the steps you will take to teach the lesson. Next to each step write how long each segment will take (i.e. 90 seconds)

**Assessment**
*How will I know whether children have learned and met the learning intentions?*
Decide how you will check this during and/or at the end of the lesson.

**How well did the lesson go? (Evaluation of my teaching in relation to children’s learning).**
*What do I need to do next time to enhance children’s learning?*
Appendix Two: Guidelines for Practicum File Organisation

The following is a guideline only for organising the practicum file. It is not a compulsory format.

Note: Those with an asterisk (*) will be applicable to Practicum One. Other suggested items will depend on class level and school organisation.

Section A: Faculty of Education Records and General Information
- Contents page *
- Student Teacher’s weekly organiser *
- Observation and Teaching Summary Sheet *
- Associate feedback and comments *

Section B: The School and Classroom Setting
- Class Timetable * (weekly or daily)
- Class Overviews (e.g. term plan)
- Classroom organisation, layout and features, routines, procedures *
- Examples of school policies/procedures (e.g. protocols for Student Teachers)
- Principal’s discussion *
- School lesson planning formats

Section C: Practicum One Requirements
- Observations *
- Practicum tasks *
- Reflections and discussions *

Section D: Personal Teaching
- Records of incidental teaching *
- Prepared teaching plans (e.g. reading aloud)
- Samples of children’s work (anonymous)
## Appendix Three: Observation Template

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class/Group/Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area(s):</td>
<td>Content/Topic/ Key Competency/Skill:</td>
</tr>
<tr>
<td>Time/Duration:</td>
<td>Lesson Purpose/Intention:</td>
</tr>
</tbody>
</table>

**Observation Focus Question:**

The focus should be in the form of a question.

(Possible areas for FOCUS: management of groups, routines, resources used, transitions between activities/groups, lesson structure, children’s motivation or engagement with the work, questioning, skills taught, use of time, moving from place to place, keeping to time, relationships with children)

**Key points observed and recorded in bullet points**

- Record any questions arising from observations

- Key discussion points with Associate Teacher:

- What this means for my future practice/inquiry:
<table>
<thead>
<tr>
<th>TIMES</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Interval</strong></td>
<td></td>
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<tr>
<td><strong>Lunch Time</strong></td>
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</tr>
<tr>
<td><strong>After 3pm: School Commitments</strong></td>
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</tr>
</tbody>
</table>
Appendix Five: Oral Reflection Summary Sheet

Oral Reflection Summary Sheet for Evaluating Lessons and Teaching
(Use with Associate Teacher or peers)

Date ___________________ Lesson(s) _______________________________

☐ This sheet is to be used by the Student Teacher for discussions with his/her Associate Teacher following a teaching session.

☐ This summary sheet should be attached to the relevant lesson plan(s).

☐ Key points raised in the discussion should be recorded as bullet points.

1. **What happened?** Describe observations made by both the Associate and Student Teacher. E.g. Most children finished their task sheet 20 minutes early… The class noise level was high.

2. **What does this mean?** Try and clarify what happened, e.g. Many children seemed to find a book to read when finished but some children spent the time telling jokes.

3. **Why might this be so?** Step back and find reasons for what happened, e.g. I assumed that children had not covered this work previously.

**Appendix Six: Issues of Concern Form**

<table>
<thead>
<tr>
<th>Schools .......................................................................................................................... Date ........................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Teacher ..................................................................................................................................................</td>
</tr>
<tr>
<td>Student Teacher ..................................................................................................................................................</td>
</tr>
</tbody>
</table>

**AREA(S) OF CONCERN (Please state and give indicators/examples if possible)**

- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
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- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................

**ACTIONS AND/OR GOALS TO BE IMPLEMENTED**

(State: what, when, where, how, who)

- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
- ................................................................................................................................................................
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**SIGNATURES**

<table>
<thead>
<tr>
<th>Associate Teacher ............................................................... Date ..............................................</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher ................................................................................................. Date ...........................................</td>
</tr>
</tbody>
</table>
Appendix 7: Dispositions to Consider

Teachers hold a trusted position in society and influence learners, their understanding of the world and the future wellbeing of society (refer https://teachingcouncil.nz/content/our-code-our-standards). Teachers operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kohanga reo), in the community, and in the teaching profession. In each domain, a teacher will interact with learners (students), parents/whanau/ caregivers, employers, and colleagues, and should at all times maintain high standards in regard to dispositions of:

**Trustworthiness, to**
- work independently and without supervision
- meet any reasonable requirements for the protection and safety of others
- preserve confidences

**Honesty, to**
- demonstrate integrity to all contacts
- respect persons and property
- report clearly and truthfully

**Reliability, to**
- take on responsibilities with due regard for time and place
- meet the expectations of caregivers and the learning centre when supervising learners
- accept, plan and execute a variety of tasks and professional responsibilities

**Sensitivity and compassion, to**
- respect other cultural and social values
- recognise and respect others as individuals
- care for the learning of those who are disadvantaged and those with learning difficulties
- demonstrate firmness when necessary

**Respect for others, to**
- demonstrate respect for the law
- adopt accepted codes of language, dress and demeanour
- accept and carry out collegial and employer decisions
- respect the views of others

**Imagination, enthusiasm and dedication, to**
- support and inspire others in their work
- generate excitement and satisfaction in learning
- engage in co-curricular tasks which expand learning opportunities
- show respect for learning and inspire a love of learning

**Communication, to**
- communicate easily and lucidly in the English or Māori official languages of New Zealand
- exercise discretion
- give and receive constructive criticism
- seek advice when needed

**Physical and mental health, to**
- carry out duties safely and satisfactorily
- show emotional balance and maturity
- display warmth and humour

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.
### Appendix Eight: Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession (The Standards)

**Standard One: Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.**

- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
- Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practise and develop the use of te reo and tikanga Māori.

**Standard Two: Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.**

- 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.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

**Standard Three: Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.**

- Engage in reciprocal, collaborative learning-focused relationships with:
  - learners, family and whānau
  - teaching colleagues, support staff and other professionals
  - agencies, groups and individuals in the community.
- Communicate effectively with others.
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.
- Communicate clear and accurate assessment for learning and achievement information.

**Standard Four: Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.**

- 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.
- Meet relevant regulatory, statutory and professional requirements.

**Standard Five: Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.**

- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.
- Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.
- Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.
- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.
- Design learning informed by national policies and priorities.

**Standard Six: Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.**

- Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- 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.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.
Appendix Nine: Smyth’s Model of the Reflection Process

The chart below outlines the model of reflection used in the course. The purpose of this reflection model is to provide a framework by which Student Teachers can examine their own ideas, beliefs, values and attitudes in teaching so that they appraise their effectiveness. Students can use this reflective thinking process in oral form during discussions with Associate Teachers and colleagues, and in written form when recording significant learning experiences.

It is important that Student Teachers use this reflective process for their own personal and professional development. It is not a process for evaluating the work of associate or other teachers; it is a process for confronting and refining one’s own practice.

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
</tr>
<tr>
<td>What did I do/observe/experience?</td>
</tr>
<tr>
<td>A brief statement describing problem/issue/question.</td>
</tr>
<tr>
<td>Observational description, without judgement, of the</td>
</tr>
<tr>
<td>context.</td>
</tr>
<tr>
<td><strong>Informing</strong></td>
</tr>
<tr>
<td>What does this mean for me?</td>
</tr>
<tr>
<td>The description is ‘unpacked.’ Clarification of the</td>
</tr>
<tr>
<td>event is sought. Personal feelings and emotions involved</td>
</tr>
<tr>
<td>are identified.</td>
</tr>
<tr>
<td><strong>Confronting</strong></td>
</tr>
<tr>
<td>How did I come to be this way?</td>
</tr>
<tr>
<td>This involves a ‘stepping back’ from the event and</td>
</tr>
<tr>
<td>looking at reasons for it. This includes examining</td>
</tr>
<tr>
<td>historical, social and cultural contexts e.g. Where</td>
</tr>
<tr>
<td>the beliefs did and values come from? What are other</td>
</tr>
<tr>
<td>perspectives?</td>
</tr>
<tr>
<td><strong>Reconstructing</strong></td>
</tr>
<tr>
<td>How might I view/do things next time?</td>
</tr>
<tr>
<td>What will you do and why?</td>
</tr>
<tr>
<td>Consideration of alternative views and generation of</td>
</tr>
<tr>
<td>future action.</td>
</tr>
</tbody>
</table>
There are Four Learning Outcomes for practicum one.

Learning Outcome 1:
Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.
- appropriate oral and written communication with tamariki and kaiako is established competently
- appropriate professional relationships are established with tamariki to develop connection with their lives and experiences
- appropriate professional relationships with kaiako are established positively
- practises and develops the use of te reo and tikanga Māori.

Learning Outcome 2:
Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.
- demonstrates commitment to and developing strategies for promoting and nurturing learning-focused, respectful and supportive learning environments
- recognises and initiates discussion about the different ways that kaiako notice, recognise and respond to ākonga to promote learning

Learning Outcome 3:
Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.
- the complex roles that kaiako carry out within the school context are identified and discussed
- standards of conduct stipulated by the NZ Teaching Council Code of Professional responsibility are demonstrated
- opportunities for professional growth are recognised and actioned
- key influences on the learning and development of tamariki are identified, discussed and reflected upon.
- relevant legislative requirements and policies are identified and explored

Learning Outcome 4:
Use digital technologies to foster and enhance collaboration.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Related Key Task</th>
<th>Indicators (There will be many other indicators that demonstrate how students have meet criteria).</th>
</tr>
</thead>
</table>
| **Learning Outcome 1:** Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community. | 5. Developing 6. Developing 8. Developing 10. Developing 11. Developing 13. Developing | - **appropriate oral and written communication with tamariki and kaiako is established competently**  
  - Conversations during classroom time focus on learning.  
  - Effective professional relationships: children approach student teacher for learning and other assistance.  
  - Communicates with children in an assertive but friendly manner.  
  - Communication for learning guides children to seek own ‘answers’.  
  - Sets clear guidelines and boundaries  
  - Communication with children is calmly assertive but friendly.  
  - Explanations and instructions are clear and concise.  
  - Children are asked to give feedback on lessons.  |
| **Learning Outcome 2:** Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum. | 5. Beginning 6. Beginning 8. Beginning | - **demonstrates commitment to and developing strategies for promoting and nurturing learning-focused, respectful and supportive learning environments**  
  - Observations contain relevant data: date, time, children, curriculum area, learning intentions.  
  - Observations are analysed to generate new understandings and questions.  
  - Uses knowledge of children and their backgrounds and interests to engage in and foster learning.  
  - Children’s viewpoints and understandings are sought to gain their perspectives.  
  - Amends teaching to respond to children’s learning pace.  
  - New ideas emerging from observations are ‘tested’ in practice and evaluated.  |
| | | - **recognises and initiates discussion about the different ways that kaiako notice, recognise and respond to ākonga to promote learning**  
  - Identifies an individual learning needs for a student and discusses/plans to cater for this with the  
  Associate teacher  
  - Observations start with a question or problem to ensure focus.  
  - Selected questions/observations are used as a focal point for critical reflection  
  - Learning outcomes, learning activities and assessment are linked  
  - Lesson evaluations are evident as a means for ongoing consideration of future planning. |
<table>
<thead>
<tr>
<th>Learning Outcome 3:</th>
<th></th>
</tr>
</thead>
</table>
| Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards. | • the behaviours and understandings within the frameworks of Tapasā and Tātaiako are identified and discussed in context  
  - questioned the associate teacher about observing in the classroom/school context  
  - standards of conduct stipulated by the NZ Teaching Council Code of Professional Responsibility are demonstrated  
  - discussed and questioned the Code of Responsibility with associate teacher  
  • opportunities for professional growth are recognised, an inquiry stance demonstrated and responsibility for further professional engagement and learning actioned  
  • Reflections (oral and written) focus on own learning and development and inquire into and challenge own thinking and beliefs.  
  - Questions are discussed with peers, associate teachers and/or staff members to clarify understandings.  
  - Reflections are centred on aspects of teaching that are puzzling, explore new understandings or professional practices e.g. the importance of routine.  
  - Research is undertaken to clarify new findings.  
  - Reflections (oral and written) focus on own practice and challenge personal thinking and beliefs.  
  - relevant legislative requirements and policies are identified and discussed in relation to practice  
  - questioned principal/associate teacher about specific policy  
  - Is aware of and supports school’s policies and practices; e.g. wearing a sun hat outside, ensuring children sit down to eat lunch.  
  - discussed school policy with Associate teacher  |
| Learning Outcome 4: Use digital technologies to foster and enhance collaboration. | • Uses google docs for collaborative planning  
  • Incorporated digital technologies in teaching and learning tasks (e.g. ipad follow up tasks, google classroom etc) |
Appendix Eleven: Practicum Year Content Summary

There are three block practica this year. Supporting this is a fourth practicum which consists of 15 single days in a base school over the whole year. Each practicum has a different student learning emphasis.

Year’s overview of block practicum requirements

<table>
<thead>
<tr>
<th>Practicum One</th>
<th>(Feb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in structured and focused observation to find out how a class is set up at the beginning of the year to support children’s learning. Students will need to demonstrate professionalism and appropriate communication. A key communication focus for students is developing competent reading aloud skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum Two</th>
<th>(May/June/July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will need to maintain and build on skills demonstrated during practicum one and Tuesdays in schools practicum. The focus will be on developing professional relationships, and selecting and applying appropriate knowledge and skills in management, planning, organisation, teaching and assessment that are responsive to all learners’ needs. Inquiring into and developing content and pedagogical knowledge about the English and Mathematics curriculum areas will be important. Students will be expected to take responsibility for a class for with a minimum of one week (up to eight days).</td>
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<thead>
<tr>
<th>Practicum Three</th>
<th>(Oct/Nov)</th>
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<tbody>
<tr>
<td>The final practicum students will be expected to take full responsibility for the classroom programme for three consecutive weeks. They will need to engage all learners by constructing and applying appropriate approaches and strategies. Students will be required to synthesize and apply their knowledge from previous practical classroom experiences, curriculum and professional courses and inquire into the effectiveness of their practice.</td>
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</tbody>
</table>

To ensure students have a range of school and teaching experiences the following procedures are undertaken:

A range of practicum placement settings across the school year
All students will need to undertake as a minimum requirement a teaching experience in each of the following areas: a low decile (1 - 5) school, a medium-high to high decile (7 - 10) school, a junior classroom (yrs 1-3), a senior classroom (yrs 6-8).

Self-directed learning structured through personal goal setting requirements. Students are required to formulate and implement personal goals to enhance their teaching and professional development during practica two and three.

Processes for learning
Reflective practice and demonstration of appropriate dispositions and personal qualities (as outlined in the Teaching Council Criteria, Appendix Seven) need to underpin students’ practice during all practica. Clear communication, collaborative practices and goal setting are central to accomplishing this. Student Teachers need to work in a proactive, self-directed way to meet these requirements.
## Appendix Twelve: Professional Conversation Report

This is a Student Teacher Self-Assessment Report that is supported by Associate Teacher and Professional Supervisor comments.

<table>
<thead>
<tr>
<th>Learning Outcomes and Criteria</th>
<th>Student Teacher Self Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND aligning</td>
<td>Comments/Evidence for Learning Outcomes and Key Teaching Task(s) (cross reference to documentation in file)</td>
</tr>
</tbody>
</table>

Please tick in the box if the minimum expectation (stated) was achieved OR record the higher level of achievement. Refer to the Appendix 13 for the Key Teaching Tasks and criteria.

### Key Task | Minimum expectation | Achieved
---|---|---

### LO 1: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.

- **appropriate oral and written communication with tamariki and kaiako is established competently**
  - 8. Developing
  - 9. Developing

- **appropriate professional relationships are established with tamariki to develop connection with their lives and experiences**
  - 8. Developing
  - 9. Developing
  - 11. Developing
  - 13. Developing

- **appropriate professional relationships with kaiako are established positively**
  - 8. Developing
  - 9. Developing
  - 11. Developing
  - 13. Developing

- **practises and develops the use of te reo and tikanga Māori**
  - 12. Beginning
  - 13. Beginning

### LO 2: Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.

- **demonstrates commitment to and developing strategies for promoting and nurturing learning-focused, respectful and supportive learning environments**
  - 2. Beginning
  - 3. Beginning
  - 4. Beginning
  - 5. Beginning
  - 6. Beginning

- **recognises and initiates discussion about the different ways that kaiako notice, recognise and respond to ākonga to promote learning**
  - 6. Beginning
  - 8. Beginning
<table>
<thead>
<tr>
<th>LO 3: Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● the complex roles that kaiako carry out within the school context are identified and discussed</td>
</tr>
<tr>
<td>● standards of conduct stipulated by the NZ Teaching Council Code of Professional responsibility are demonstrated</td>
</tr>
<tr>
<td>● opportunities for professional growth are recognised and actioned</td>
</tr>
<tr>
<td>● key influences on the learning and development of tamariki are identified, discussed and reflected upon.</td>
</tr>
<tr>
<td>● relevant legislative requirements and policies are identified and explored</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO 4: Use digital technologies to foster and enhance collaboration.</th>
</tr>
</thead>
</table>

Next Steps:
# Appendix Thirteen: Key Teaching Tasks

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision</th>
<th>Indirect supervision</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary BEd and GradDip</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Interprets assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>With support, gathers and interprets assessment data, (including relevant norm referenced test results and recently gathered formative information) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>Discusses with colleagues own analysis of assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
</tr>
<tr>
<td>2. Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths</td>
<td>With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ākonga learning needs and strengths</td>
<td>Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths</td>
<td>Independently plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths</td>
</tr>
<tr>
<td>3. Develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga in learning</td>
<td>In consultation with mentor/associate teacher, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
<td>Under supervision, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
<td>Independently develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
</tr>
<tr>
<td>4. Organises the learning environment and resources to implement planned learning experiences</td>
<td>In consultation with mentor/associate teacher, organises the learning environment and resources to implement planned learning experiences</td>
<td>Under supervision, organises the learning environment and resources to implement planned learning experiences</td>
<td>Independently organises the learning environment and resources to implement planned learning experiences</td>
</tr>
<tr>
<td>5. Adapts teaching and organisational strategies to meet ākonga needs within teaching sessions</td>
<td>Reflects on teaching sessions and mentor/associate teacher feedback to identify ways to adapt teaching and organisational strategies to meet ākonga needs in subsequent teaching sessions</td>
<td>At times, deviates from planning to adapt some teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this</td>
<td>Confidently adapts planned teaching and organisational strategies to meet ākonga needs within teaching sessions and explains how this supports ākonga learning</td>
</tr>
<tr>
<td>6. Regularly engages ākonga in conversations about their learning using thoughtfully considered open questions</td>
<td>Provides time for ākonga to talk about their learning during and at the end of learning/teaching sessions</td>
<td>Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions</td>
<td>Plans for and regularly engages ākonga in conversations about their learning using thoughtfully considered open questions</td>
</tr>
<tr>
<td>7. Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made</td>
<td>With support, reflects on the impact of own teaching actions on ākonga, acts on feedback to adjust practice where required and explains why changes are made</td>
<td>Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made</td>
<td>Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made</td>
</tr>
<tr>
<td>8. Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td>Engages in conversations with ākonga and colleagues to develop positive relationships</td>
<td>Initiates conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td>Confidently initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
</tr>
<tr>
<td>9. Gives clear, precise instructions appropriate to ākonga age/capabilities</td>
<td>Gives instructions that are generally clear and appropriate to ākonga age/capabilities</td>
<td>Gives clear instructions appropriate to ākonga age/capabilities</td>
<td>Consistently gives clear, precise instructions appropriate to ākonga age/capabilities</td>
</tr>
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<td></td>
<td>10</td>
<td>Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning</td>
<td>In collaboration with the mentor/associate teacher, manages the rest of the class while working with individuals/small groups</td>
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<td>11</td>
<td>Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context</td>
<td>With guidance, trials and refines positive management techniques appropriate for the ākonga and the context</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Authentically and proactively incorporates te reo me ātākarenanga Māori in the daily learning programme</td>
<td>With support, incorporates te reo me ātākarenanga Māori in the daily learning programme</td>
</tr>
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<td>13</td>
<td>Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts</td>
<td>Knows and attempts to accurately pronounce ākonga names and learns about some aspects of ākonga home/whanau/cultural contexts</td>
</tr>
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<td>14</td>
<td>Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td>Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
</tr>
</tbody>
</table>