Graduate Diploma in Teaching
(Primary)

2021 Practicum Handbook

EDPRAC 611: Professional Learning in Practice
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SECTION 1: KEY PERSONNEL

Practicum is a partnership between schools and the Faculty of Education. In order to ensure the best possible practicum for each preservice teacher, the following roles and responsibilities have been established:

At the Faculty:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Director, EDPRAC 611 (Primary)</td>
<td>Liaises with lecturing staff and co-ordinators in schools to develop appropriate programmes for all student teachers</td>
</tr>
<tr>
<td></td>
<td>• Overviews all school placements</td>
</tr>
<tr>
<td></td>
<td>• Available to discuss any problems or concerns relating to practicum</td>
</tr>
<tr>
<td>Practicum Office</td>
<td>First point of reference for all inquiries relating to practicum</td>
</tr>
<tr>
<td>Room H202</td>
<td>• Negotiates all school placements</td>
</tr>
<tr>
<td><a href="mailto:foed-practicumteam@auckland.ac.nz">foed-practicumteam@auckland.ac.nz</a></td>
<td>• Prepares, distributes, collects and files all documents and correspondence relating to practicum.</td>
</tr>
<tr>
<td>Professional Supervisor</td>
<td>Reports on student performance on practicum</td>
</tr>
<tr>
<td>EDPRA 611 Lecturer</td>
<td>Provides support and general advice and guidance regarding practicum.</td>
</tr>
</tbody>
</table>

In the Schools:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal</td>
<td>Gives authority for all student teacher placements in the school (often delegated to the co-ordinator).</td>
</tr>
<tr>
<td>School Coordinator</td>
<td>Liaises with associate teachers and the Faculty to prepare timetables.</td>
</tr>
<tr>
<td></td>
<td>• Introduces student teachers to the school.</td>
</tr>
<tr>
<td></td>
<td>• Provides general support and advice.</td>
</tr>
<tr>
<td>Associate Teacher/Mentor</td>
<td>Works directly with the student teacher in the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Introduces student teachers to the appropriate teaching teams.</td>
</tr>
<tr>
<td></td>
<td>• Provides more specific support and advice.</td>
</tr>
</tbody>
</table>
# SECTION 2: PROGRAMME CONTACTS

| Course Director EDPRACT 611 Paul Heyward | Email: p.heyward@auckland.ac.nz  
<table>
<thead>
<tr>
<th></th>
<th>Extn: 48447 Office: H207</th>
</tr>
</thead>
</table>
| **Practicum Office**                   | Email: foed-practicumteam@auckland.ac.nz  
| Shima Mozafarian- Practicum Manager    | Office: H202             |
| Selina Gukibau- Practicum Placement    |                                         |
| Coordinator                            |                                         |
SECTION 3: 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, EDPRAC 608, EDPRAC 621, EDPRAC 622

To complete this course students must enrol in EDPRAC 610 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 three 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 17 Wednesday’s and Thursday’s over Semester One and 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
All student teachers are required to complete sustained supervised observation and teaching in contrasting schools. The main aims of practicum are for student teachers to:

- gain an understanding of the depth, complexity and constraints of school environments;
- recognise and apply the on-campus learning in a school environment;
- connect their experiences in school settings to their academic studies;
- practise and receive feedback regarding their teaching performance;
- consider and reflect on their own professional practice (teaching).

The five aims are linked. Whilst many student teachers are keen to teach as much as they can; this may be to the detriment of their practice if doing so deprives them of the time to plan thoroughly, reflect upon what they are achieving or to actively observe and analyse the practice of others. They should strive for a balance of personal teaching, observation and reflection. We are after QUALITY experiences rather than QUANTITY.

Specific learning outcomes, designed to reflect the developmental nature of teacher education, have been set for practicum:

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 The Standards.
4. Use digital technologies to foster and enhance collaboration.

Assessment

Your ability to meet these learning outcomes will be measured by:

- Associate teacher and professional supervisor reports
- Attendance and engagement in practicum

Minimum expectations of student teachers on all practicum experiences

- Participating fully in school life as is appropriate for the purpose of the particular practicum (See the more specific expectations in specific Practicum Briefs available on CANVAS).
- Establishing professional, respectful relationships with staff and students (See page 8 for guidelines)
- Professional behaviour that upholds the Code of Professional Responsibility – a major aspect of this is respecting confidentiality: not identifying individuals including staff and students and discussing their practice or learning with others either in or outside of the school.
- Punctuality and attendance for the full school day – at least, 8.30am to 4.00pm. The school co-ordinator, ATs and the Practicum Office (foed-practicum@auckland.ac.nz) must be informed of any unexpected absences due to illness or bereavement before the school day begins.
- Proactive communication including being interested and inquiring about the school, open and available to feedback, daily monitoring of emails and prompt responses.
- Maintaining professional dress and presentation in accordance with the school’s policy.
- Showing courtesy as a visitor to the school. For example being considerate in how you use the department’s workspace and resources, the staffroom and staff parking.
- To have engaged with DELNA through initial screening prior to Practicum 1 and to have met requirements by Practicum 2.

Note: the Faculty of Education reserves the right to not allow student teachers to go on practicum if their absences from campus-based learning courses prior to practicum means they would not be adequately prepared.
## SECTION 5: 2021 EDPRAC 611 PRACTICUM DATES

### Summer School/Semester One

<table>
<thead>
<tr>
<th>Practicums</th>
<th>Wednesday’s and Thursday’s in Schools</th>
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<tbody>
<tr>
<td><strong>EDPRAC 611:</strong> Practicum One</td>
<td></td>
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<tr>
<td><strong>School A</strong></td>
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</tr>
<tr>
<td><strong>February</strong></td>
<td>2-19 February</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>17 &amp; 18 March</td>
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<td></td>
<td>24 &amp; 25 March</td>
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<tr>
<td><strong>April</strong></td>
<td>31 March &amp; 1 April</td>
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<td></td>
<td>7 &amp; 8 April</td>
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<tr>
<td><strong>UoA Mid-Semester Break</strong></td>
<td>14 &amp; 15 April</td>
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<tr>
<td><strong>May</strong></td>
<td>5 &amp; 6 May</td>
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<tr>
<td><strong>June</strong></td>
<td>12 &amp; 13 May</td>
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<td></td>
<td>19 &amp; 20 May</td>
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<tr>
<td></td>
<td>26 &amp; 27 May</td>
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<tr>
<td><strong>School B</strong></td>
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</tr>
<tr>
<td><strong>August</strong></td>
<td>4 &amp; 5 Aug</td>
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<td></td>
<td>11 &amp; 12 Aug</td>
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<td>18 &amp; 19 Aug</td>
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<td>25 &amp; 26 Aug</td>
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<tr>
<td><strong>September</strong></td>
<td>8 &amp; 9 Sept</td>
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<td>15 &amp; 16 Sept</td>
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<td></td>
<td>22 &amp; 23 Sept</td>
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<tr>
<td><strong>UoA Semester Break</strong></td>
<td>5 July–23 July</td>
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<tr>
<td><strong>October</strong></td>
<td>18 October – 19 November</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>(20 days Full Class Responsibility)</td>
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<tr>
<td><strong>School B</strong></td>
<td></td>
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<tr>
<td><strong>EDPRAC 611:</strong> Practicum Three</td>
<td></td>
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<tr>
<td><strong>School B</strong></td>
<td></td>
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<tr>
<td><strong>December</strong></td>
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</table>
SECTION 6: ORGANISATION, EXPECTATIONS AND 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.

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.*

Practicum Liaison Representative
One Graduate Diploma student in each school will be designated as the practicum liaison representative. S/he will liaise between the graduate group and school coordinator.

Maintaining Documentation: The Practicum File
Each student teacher must establish and maintain an electronic or hard copy 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 or folders.

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. How the file is organised is left to each individual.

Expectations of Schools and Associate Teachers

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.

Support with Planning
Assistance from associate teachers with lesson planning is essential. Single lessons and sequences of lessons/unit plans are the student’s main planning requirements. Lesson plans need to be written in detail using bullet points. This helps to ensure that all possibilities are considered during the planning process and that students are prepared for most eventualities during implementation. Students’ planning needs to be seen and approved before teaching. Student teachers should supply their ATs with planning at least a day in advance of the actual teaching to allow time for students to act on any feedback that may be given.

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. Written feedback needs to be discussed briefly and students need to initial and date feedback sheets discussed. (See individual Practicum Brief for frequency of written feedback.)

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.

Issues of Concern
It is expected that all students will have a number of areas requiring development but if there is a significant concern it is important that this is identified and shared with EDSW staff so that they can help students address this and support them to work towards success. (See Appendix Seven for details of the issues of concern process).

Practicum Two & Three Summative Assessment
Prior to the Professional Conversation fill in the assessment report provisionally with ticks or crosses in the first ‘check box’ column: ‘Professional Conversation’. This report is ‘in progress’ and not expected to be fully completed at the mid-point of practicum.

- Share and discuss the report with the student teacher two days before the Professional Conversation occurs. This will help ensure that the Professional Conversation is a ‘no surprises’ conversation for the student teacher.
- The associate teacher and student teacher should read and then date and initial each other’s reports after completing this pre-visit discussion.
- In the last week of the practicum complete the second ‘check box’ column: ‘Practicum End Point’.
- On the back page of the Associate Teacher Assessment Report complete the three learning outcome continuums. The two boxes on the left of each continuum signify that the learning outcome has not been met. This means the student requires more practicum time to meet the standards required. Only tick one of the two boxes on the left of a
continuum if a student has not made significant progress with issues of concern after written and oral feedback from the associate teacher and/or the school coordinator AND/OR does not meet the professional responsibility or disposition expectations of someone working in the professional school environment.

SECTION 7: PROFESSIONALISM

You enter schools as a teacher. While we appreciate that you are in the process of becoming a teacher, you must conduct yourself in the same way as an employed member of the profession. This carries important obligations with it. It means that you:

As a student teacher, are bound by the Teaching Council of Aotearoa New Zealand’s Code of Professional Responsibility. The link below takes you to a Teaching Council of Aotearoa New Zealand document that spells out the behaviours that honour the code and those that don’t: https://educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf

Refer back also to the Minimum expectations on practicum, in section 6 for what this means as a student teacher on practicum.

a) Maintain professional distance from students, which means ‘Safe interaction with Students’ (extract from PPTA booklet, February, 2015):

“Behaviours which put teachers at risk

- Becoming over-familiar with students, through failing to maintain a professional distance. This includes the use of cell phone and email messaging and social networking sites.
- Entering rooms where students are dressing. PE staff, coaches, cultural group leaders, drama teachers and participants in school camps are particularly vulnerable.
- Invading a student’s personal space by, for example, learning over them closely at a desk.
- Touching students in any way that can be construed as inappropriate, assault and/or sexual harassment.
- Using any racial or sexual name to refer to a student or group of students or tolerating students’ use of such language.
- Making racist or sexist remarks.
- Commenting on a student’s physical development either to other students or colleagues.
- Spending time privately with individual students.
- Leading a student to believe that a relationship could be any more than a professional one.
- Accessing pornographic or erotic material, or allowing students to distribute it or download it from a computer.
- Condoning or encouraging students to use alcohol or drugs.”

The above behaviours directly contravene the Teaching Council of Aotearoa New Zealand’s Code of Professional Responsibility. Teacher found to be in breach of the above, will face disciplinary procedures resulting in the cancellation of registration at least. Criminal charges may also result.

To access the full brochure, go to: http://ppta.org.nz/dmsdocument/136
It is important that you understand these policies as they apply to all practicums for all Faculty of Education student teachers.

Student teachers’ Leave during Practicum
A major requirement of your Faculty of Education and Social Work programme is the completion of a minimum of sixteen weeks of practicum as determined by the Teaching Council of Aotearoa New Zealand. If you are absent from practicum for a number of days, even when fully justified by evidence, you may be required to do an additional practicum at a later time.

Practicum requires your presence in schools for the whole teaching day. Schools are advised of this requirement. Where you know in advance of any reason why you may be unable to meet this requirement, you need to apply for leave from the programme (See page 16 of Graduate Diploma of teaching (Primary) Handbook). In the case of unanticipated leave during practicum (e.g. sick leave, tangihanga/bereavement leave) student teachers must notify the school coordinator, associate teacher, professional supervisor and Paul Heyward (p.heyward@auckland.ac.nz) as far in advance as possible.

It is understood that student teachers may need to seek leave in the latter part of the course when they are applying for jobs. However, you are encouraged where possible to seek appointments outside of the school day or when it is least likely to affect their teaching commitments.

Managing a Disability
If you have a disability (ongoing or short term) we strongly recommend you make an appointment with disability@auckland.ac.nz to:
- register the disability so that you can access special consideration should you need it;
- discuss how to manage the disability while on practicum;
- identify strategies that can be put in place in order to prevent any potential problems;
- decide how and what to disclose to your colleagues in schools.

This includes conditions such as dyslexia, physical impairments, mental illness etc.

Use of Student teachers for Relief Teaching
Faculty of Education and Social Work policy states that preservice teachers may not be used as relief teachers during practicum unless it is agreed that the pre-service teacher will benefit professionally from the experience, that ample time will be provided for the preparation and that another teacher will carefully supervise the student teachers’ teaching.

Student Teacher Involvement in Camps and Field Trips
While placed in a school for practicum, a pre-service teacher may be offered the experience of participating in a school field trip or outdoor education programme. Such participation is, of course, understood to be voluntary if it involves time outside school hours and/or living away from the student teacher’s home.

Student teachers are encouraged to undertake such experiences, provided:
- permission has been granted by the Director Graduate Diploma of Teaching (Primary);
- it forms an integral part of the curriculum of the class with which the student teacher has been associated;
- the student teacher gains at least as much practice teaching during the special programme as would have been gained had he/she been attached to other classes remaining at the school;
- that this experience is observed, commented on and reported by associate teachers in the usual way;
- that the preservice teacher does not assume the responsibilities of a member of the school staff or of a school supporting “adult” in terms of required student-to-adult ratio;
- costs of travel and accommodation involved are not a charge on the Faculty of Education and Social Work or the student teacher; legal and safety requirements are met by the proposed activity.
<table>
<thead>
<tr>
<th>Appendix One</th>
<th>Guidelines for Practicum File Organisation</th>
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</thead>
<tbody>
<tr>
<td>Appendix Two</td>
<td>Smyth’s Model of Critical Reflection</td>
</tr>
<tr>
<td>Appendix Three</td>
<td>Dispositions to Consider</td>
</tr>
<tr>
<td>Appendix Four</td>
<td>Teaching Council of Aotearoa New Zealand’s Standards for the Teaching Profession (The Standards)</td>
</tr>
<tr>
<td>Appendix Five</td>
<td>LO’s Criteria and Example Indicators</td>
</tr>
<tr>
<td>Appendix Six</td>
<td>Key Teaching Tasks</td>
</tr>
<tr>
<td>Appendix Seven</td>
<td>Issues of Concern Procedures and Form</td>
</tr>
</tbody>
</table>
Appendix One: Guidelines for Practicum File Organisation

The following is a guideline for organising the practicum file. It is not a compulsory format. It is suggested that students develop formats that suit their own way of working.

Note: Not all items listed will be applicable to every classroom or school.

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

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

Section C: Practicum Two Requirements
- Observations
- Goals
- Practicum tasks
- Reflections and discussions

Section D: Personal Teaching
- Prepared teaching plans
- Assessment of learning
- Records of incidental teaching
- Samples of children’s work (anonymous)
Appendix Two: Smyths’s Model of Critical Reflection

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 teacher can examine their own ideas, beliefs, values and attitudes in teaching so that they appraise their effectiveness for teaching. 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 or critiquing the work of associate or other teachers; it is a process for confronting and refining one’s own practice. The word ‘I’ should have a central position in the reflective discussion.

<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 judgment, 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</td>
</tr>
<tr>
<td>involved 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>
Appendix Three: 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;
- Preserves confidences.

Honesty, to:
- Demonstrate integrity in 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 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.
## Appendix Four: Standards for the Teaching Profession

**Note**: the ‘Elaboration of the standard’ is not a checklist but aims to give the profession a shared understanding of possible evidence that might attest to each of The Standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Elaboration of the standard</th>
</tr>
</thead>
</table>
| **Te Tiriti o Waitangi partnership**  
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. |
| **Professional learning**  
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. |
| **Professional relationships**  
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, families and whanau  
  - 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. |
| **Learning-focused culture**  
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. |
| **Design for learning**  
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 that 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 that is informed by national policies and priorities. |
| **Teaching**  
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, and monitor the extent and pace of learning, focusing on equity and excellence for all.  
- Specifically support the education 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.  
- Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning. |
### Appendix Five: Learning Outcomes Criteria and Example Indicators

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator or Examples</th>
<th>Related Key Task (See Appendix 6) and Minimum Expectation</th>
</tr>
</thead>
</table>
| 1.1      | Effective oral and written communication with tamariki, kaiko, whänau is practiced consistently and reflected upon | • 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. | Key Task 8  
Key Task 9 |
| 1.2      | Effective professional relationships that develops connection with tamariki and whanau is practiced and reflected upon | • Observations contain relevant data: date, time, children, curriculum area, learning intentions, and focus question.  
• Spends time in playground interacting professionally with children.  
• Talks to children before/after school and gains knowledge about their interests and backgrounds.  
• Uses knowledge of children and their backgrounds and interests to engage them in learning.  
• Children approach student teacher for assistance.  
• Communication focuses on the positive.  
• Children’s viewpoints and understandings are sought to gain their perspectives.  
• Seats children so all can participate in learning.  
• Learns children’s names quickly.  
• Interactions with children are reflected upon. | Key Task 8  
Key Task 11  
Key Task 12  
Key Task 13 |
| 1.3      | Effective professional relationships that develops connection with kaiko and the wider professional community is practiced consistently and reflected upon | • Asks teacher questions about areas of practice to clarify understandings.  
• Supports teacher’s classroom practices and rules when working with children.  
• Accompanies staff on duty.  
• Attends staff and syndicate meetings.  
• Communicates positively and professionally with non-teaching staff.  
• Takes initiative and helps out with e.g. distributing and preparing resources; children requiring individual help; lining up children after lunch,  
| Key Task 8  
Key Task 13 |
| 1.4      | Practises and develops the use of te reo and tikanga Māori | • Uses simple te reo instructions throughout daily classroom instruction and teaching.  
• Books and other literature read to or used by children contain words and/or concepts in Te Reo Māori.  
• Basic words in Te Reo taught explicitly to children, e.g. days of week, counting, place names, topic vocabulary, and curriculum vocabulary.  
• Uses basic words and phrases in Reo in daily instructions and classroom conversations.  
• Invites children with Te Reo competency to be co-teachers in this area.  
• Te Reo and tikanga Māori is incorporated into the classroom programme. | Key Task 12  
Key Task 13 |

#### 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator or Examples</th>
<th>Related Key Task (See Appendix 6) and Minimum Expectation</th>
</tr>
</thead>
</table>
| 2.1      | Collects, analyses and critically engages with information about ākonga (their lives and experience) to inform, evaluate and improve their teaching practice | • 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. | Key Task 1  
Key Task 3  
Key Task 4  
Key Task 5  
Key Task 6  
Key Task 7 |
| 2.2      | Gathers, analyses and uses assessment information to inform planning for learning and teaching | • 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.  
• Own lesson is taped and analysed. | Key Task 1  
Key Task 3  
Key Task 4  
Key Task 5  
Key Task 6  
Key Task 7 |
<table>
<thead>
<tr>
<th>2.3 Uses, sequences, and documents a range of learning experiences to influence and promote outcomes for tamariki</th>
</tr>
</thead>
</table>
| • Consider why, when and how teachers use dialogue in the classroom.  
  • Consider key questions that will inform lesson progression. |

<table>
<thead>
<tr>
<th>2.4 Teaching practice reflects a developing repertoire of teaching strategies, approaches and experiences to promote the learning of diverse tamariki</th>
</tr>
</thead>
</table>
| • Observes a number of teaching strategies and discusses strategies with associate teacher.  
  • Integrates varied teaching approaches and learning experience into planning.  
  • Considers social and emotional skills required of children and teachers to build a community of learning. |

<table>
<thead>
<tr>
<th>2.5 Selects worthwhile content and designs and implements learning opportunities aligned to valued learning outcomes</th>
</tr>
</thead>
</table>
| • Learning outcomes, learning activities and assessment are linked.  
  • Reflections focus on aspects of professional practice that are puzzling, e.g. the importance of routine.  
  • Reflections (oral and written) focus on own practice and challenge personal thinking and beliefs.  
  • Lesson evaluations are evident as a means for ongoing consideration of future planning. |

<table>
<thead>
<tr>
<th>2.6 Teaching and learning experiences are identified, planned for, implemented and evaluated with individuals, small groups and large groups of tamariki in culturally responsive ways</th>
</tr>
</thead>
</table>
| • Plans how student dialogue can be promoted in whole class and small group contexts.  
  • Considers how children can demonstrate individual agency in the learning environment. |

<table>
<thead>
<tr>
<th>2.7 Practice is informed by curriculum, content knowledge, cultural competencies frameworks, current learning and teaching approaches, culturally responsive practice and valued assessment information</th>
</tr>
</thead>
</table>
| • Planning is clearly linked to the New Zealand Curriculum.  
  • Promotes student voice in daily practice. |

<table>
<thead>
<tr>
<th>2.8 Provides a safe, learning-focused, respectful and supportive, culturally responsive learning environment through positive management strategies</th>
</tr>
</thead>
</table>
| • Respectfully incorporates children’s cultural perspectives into day to day teaching.  
  • Develops positive learning behaviours that help children maintain respectful relationships with others. |

<table>
<thead>
<tr>
<th>2.9 Takes full responsibility for planning, teaching and managing the teacher’s role for at least 10 consecutive days</th>
</tr>
</thead>
</table>
| • Incorporated blooms taxonomy in a lesson plan  
  • Refers to learning theory (e.g. Vygotsky) in a reflection  
  • 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. |

| All Key Tasks |
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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The behaviours and understandings within the frameworks of Tapasā and Tātaiako are identified and discussed in context</td>
<td>• Discusses and questions the associate teacher about how Tapasā and Tātaiako inform classroom programme.</td>
</tr>
<tr>
<td>3.2 Standards of conduct stipulated by the NZ Teaching Council Code of Professional Responsibility are demonstrated</td>
<td>• Discusses and questions the Code of Responsibility with associate teacher</td>
</tr>
</tbody>
</table>
| 3.3 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. |
| 3.4 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Appropriate digital tools for engaging and/or communicating colleagues, parents, whānau and the wider community are identified and discussed.</td>
<td>• Explores how digital tools are used to communicate information on children’s learning to parents.</td>
</tr>
<tr>
<td>4.2 Digital tools and experiences in the learning and teaching programme are identified and discussed</td>
<td>• Observations focus on the use of digital tools to enhance learning.</td>
</tr>
<tr>
<td>4.3 Digital technologies are used to foster and enhance digital collaboration with peer and teaching colleagues</td>
<td>• Google docs is used to share planning.</td>
</tr>
</tbody>
</table>
## Appendix Six: Key Teaching Tasks

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> 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 colleague’s 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><strong>2</strong> 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><strong>3</strong> 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><strong>4</strong> 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><strong>5</strong> 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><strong>6</strong> 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><strong>7</strong> 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></td>
<td>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>
</tr>
<tr>
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</tr>
<tr>
<td>9</td>
<td>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>
</tr>
<tr>
<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>
<td>With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga</td>
</tr>
<tr>
<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>
<td>Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context</td>
</tr>
<tr>
<td>12</td>
<td>Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td>With support, incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td>Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
</tr>
<tr>
<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>
<td>Knows and accurately pronounces ākonga names and inquiries about ākonga home/whanau/cultural contexts</td>
</tr>
<tr>
<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>
<td>Recognises ākonga cultural heritages by including some aspects of these in the learning programme/environment</td>
</tr>
</tbody>
</table>
Appendix Seven: Issues of Concern Procedures and Form

Issues of Concern
At times an associate teacher will find that despite regular constructive feedback, both oral and written, a student teacher in his/her class does not utilise advice given and progress in teaching is not evident. At other times a student may fail to understand the role of the teacher and his/her behaviour does not meet professional expectations. This might be difficult to articulate in written feedback but this should not impede notification of any concern. Concerns needs to be articulated early on in practicum (within the first two weeks) and the school co-ordinator needs be informed.

Transparency is important. The student needs to be informed clearly of any concerns held and the processes that will be undertaken to address this. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. It is the responsibility of the Professional Supervisor to assist the Associate Teacher with the process of informing students of concerns and assisting with the formulation and documentation of action plans.

The following steps are guidelines that an associate teacher should use when a student does not make the progress expected.

Step 1: Identifying a concern
The associate teacher needs to identify the area of concern. This can be in any area: relating to children, disposition, planning, managing children, communication, meeting school requirements. It also includes “niggles” that are difficult to articulate early on in the practicum. Concerns should be linked to Practicum Learning Outcomes and/or the TCANZ the Standards (Appendix Four) and/or the code of Professional Responsibility.

Step 2: Articulating concern(s) to the student and other school professionals
Inform the student teacher that there are concerns about his/her progress and that steps need to be taken to address this. Also inform the school co-ordinator of the concerns. During discussion with the student formulate an agreed plan of action on the Issues of Concern Form (Appendix Seven page 22) that the student can use to guide their progress in the area identified. The student and associate teacher both need to sign this form.

Step 3: Liaising with the Professional Supervisor
Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented. The professional supervisor will organise a visit to the school to hold a three-way discussion with the student and associate teacher. During this discussion the action plans to support the student to develop competency in the area designated need to be confirmed or revised. The student needs to be informed of which learning outcomes linked to the area of concern need to be achieved, and by when, in order to pass the practicum.

Observation of the student teacher
The Professional Supervisor will observe the student in the classroom. This should be done on the day of the discussion visit or as close as possible to that time. 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. If progress is not made a second observation visit needs to be organised with the professional supervisor. Other senior staff in the school may also wish to make an observation and give feedback and feed forward to the student.

Step 5: Professional Conversation
This assessment process will consider all the learning outcomes for the practicum as well as focus on the progress made with areas identified in Steps 2 and 3. At any stage before or after the professional conversation the professional supervisor will be available to support an associate teacher with any of the documentation processes required regarding the area of concern. This applies particularly to linking evidence to the learning outcomes and criteria, standards, code and key teaching tasks.
# Issues of Concern Form

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

**Issues of Concern (Please state and give indicators/examples where 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</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
<td>Date</td>
</tr>
</tbody>
</table>