Graduate Diploma in Teaching (Primary)

EDPRAC 607
PROFESSIONAL PRACTICE IN CONTEXT

Practicum Two:
Tuesday 22 May
27 May - 28 June
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The following electronic files can be found on CANVAS and have been made available electronically to school co-ordinators:

- Observation Template
- Student’s Personal Weekly Management Planner
- Single Lesson Planning Template
- Series of Lessons Template
- Goal Setting Template
SECTION ONE: KEY EXPECTATIONS

Learning Outcomes

Calendar Course Prescription
Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in the primary and middle school contexts. Addresses what it means to establish effective professional relationships and teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.

The following six learning outcomes cover the practicum course during the whole year. Numbers 1, 2 & 3 (in italics) are the key foci this practicum.

1. Analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice. (TECANZGTS: 3a, 3c, 5b).

2. Demonstrate effective planning, assessment, organisation and management practices that are responsive to children’s learning. (TECANZGTS: Most standards 1 - 5).

3. Implement personal goals that enhance professional development. (TECANZGTS: This is dependent on the goal chosen).

4. Articulate and justify a personal philosophy of teaching, congruent with theory, research and practice.

5. Establish and demonstrate professional, ethical relationships in educational settings. (TECANZGTS: 6 a-e, 7 a-c).

6. Show how their learning and practice meets TECANZGTS.

The major requirements linked to learning outcomes 1-3 above are that student teachers demonstrate effective and responsive:

- classroom organisation for resourcing, spacing, and seating
- management and organisation of children to support learning
- planning for teaching and learning
- teaching strategies and skills to enhance learning
- formative assessment to support on-going learning for children
- teaching in the curriculum areas of mathematics and English.

Expectations of Associate Teachers

Overview of Practicum 2: The focus this practicum is on planning and teaching to support and sustain children’s learning. An inquiry-based approach, structured observation and implementation of set requirements will support students’ progression towards taking full responsibility for the classroom programme for a period of seven consecutive days. Any further teaching with full responsibility will be negotiated between the associate and student teacher. Many students will want to complete extra non-consecutive days of full responsibility. This will be dependent on a number of contextual factors e.g. children’s needs, student teacher progress.
Student teachers should begin to assist in the classroom and work with children on the first day and take on increasing responsibility for the class programme during the first two weeks. It is suggested that after managing a number of groups simultaneously student teachers begin to plan and teach whole mornings or afternoons in conjunction with the associate teacher using a team teaching approach. Progress can then be made toward managing the class independently for a whole day before taking full responsibility for the class programme. The start day for taking on full responsibility should commence with two days at the end of the third week.

Following full responsibility, student teachers will benefit from observing their associate teacher with a new lens. This observation will provide opportunities to seek solutions and refinements to problematic aspects that might have surfaced during the student’s own teaching. Student students are expected to continue teaching (groups/whole class/co-teaching) following the period of full responsibility and refine their practice.

Your professional expertise will be needed to decide how the practicum requirements will be implemented so that it suits both the classroom and the student teacher’s professional needs. If necessary, associate teachers should adjust requirements to ensure the most effective outcomes.

Access to and Explanation of Class Teacher’s and Schools’ Planning Documentation: Dealing with the complexity of a whole class and undertaking full days of sustained teaching will be challenging for students. To help make sense of the various teaching complexities, students require access to classroom plans as well as an opportunity to discuss them with their associate teachers. It is important to set aside time for this.

Support with Planning: Assistance from associate teachers with lesson planning is essential. Single lessons and sequences of lessons are the student’s main planning requirements. Students are not required to develop unit plans. 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, both oral and written, from associate teachers is pivotal to supporting student teachers in their practice. Student teacher feedback shows quite clearly that they regard this as essential for their learning. Brief written feedback (bullet points useful) three times a week is requested. Written feedback needs to be discussed and students need to initial and date feedback sheets discussed.

Students 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 five for details of the process to follow with a student of concern).

Summative Assessment (For further details on the assessment process see Section Four)

- Prior to the Triadic Discussion fill in the assessment report provisionally with ticks or crosses in the first ‘check box’ column: ‘Triadic Discussion’. 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 triadic assessment discussion occurs. This will help ensure that the triadic discussion 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 develop the requisite skills. Only tick one of the two boxes on the left of a continuum if a student has not made significant progress with areas of concern after written and oral feedback from the associate teacher and/or the school coordinator AND/OR does not meet the professional or disposition expectations of someone working in the professional school environment.
<table>
<thead>
<tr>
<th>Requirement and LOs addressed</th>
<th>Details of general requirements</th>
<th>Tick when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement 1:</strong> Smyth Reflection (LO 1, 2, 3)</td>
<td>Your Smyth reflection should be based on a self-selected critical incident. You should record your reflection as an electronic document using the Four Stage Smyth Model (see Appendix Two)</td>
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</tr>
</tbody>
</table>
| **Requirement 2:** Recording a selected aspect of your classroom communication (LO 1, 2, 3) | Recording a selected aspect of your classroom communication. The purpose of this activity is to give you the opportunity to listen to yourself and analyse the effectiveness of your oral communication as a tool for teaching and learning. Complete this activity by the end of the second week so that self-evaluation is used to inform your on-going practice. **Task steps and procedures**  
- Organise to be audio or video recorded teaching a group or the whole class. About 15 minutes should be sufficient.  
- Select a critical teaching area on which you wish to focus, e.g. giving instructions or explanations, questioning, providing oral feedback, expression during reading aloud, conversations with children that support relationship building. This will help you to decide when to undertake the audio or video recording.  
- Listen or watch the recording and make notes on the effectiveness of your communication.  
- Record implications for your future professional development needs and children’s learning. |  |
| **Requirement 3:** Setting and Implementing Two SMART Goals (LO 3) | Write two draft goals pre-practicum:  
1. A disposition goal  
2. A curriculum goal  
- Discuss your goals with your associate teacher to check whether they are appropriate for the context early in week one. Discuss how you will implement them. Make revisions if needed.  
- Write a final copy for each goal and check these with your associate teacher by the end of week one. See Electronic File Five for the Goal Setting Template (available on CANVAS).  
- Document the implementation, progress and evaluation of your goals over time. State how you have met your goals by providing concrete evidence using the identified assessment measures in your goal plan. |  |
## Expectations of Student Teachers

<table>
<thead>
<tr>
<th>Requirement 4:</th>
<th>Requirement 5:</th>
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</table>
| **Group Discussion with Principal**  
(LO 1)  
*Where possible undertake this in the last week so that you have the opportunity to develop authentic questions based on your practicum experiences.* | **Individual 'Assessment Topic' Investigation**  
(LO 1, 2) |
| The Student Liaison Rep needs to organise the appointment with the principal.  
As a group, write a list of questions together and give these to the principal at least two days before the discussion. The questions must make connections to the learning outcomes and requirements of this practicum. | The key questions guiding this exploration are:  
1. How do you work out where children are at in their learning?  
2. How do you know children have learned?  
These questions need to be explored as part of your day-to-day teaching. Discuss the questions with your associate teacher and peers. Assessment, as an integral part of your teaching, should be evident in lessons plans.  
Negotiate with your associate teacher to use an assessment tool to gather data on learning from a small group of students in either literacy or numeracy.  
Write a description of what you noticed from the data and how you interpreted this for future teaching.  
(Anonymous copies of records of individual student assessment should be kept in your practicum file where possible).  
Examples of assessment tools you might use for this requirement are:  
- School Entry Assessment  
- Probe  
- Portfolios  
- Assessment of national standards in Mathematics and English  
- AsTTle  
- Gloss  
- A particular school system for recording information about children’s learning  
- Any assessment systems/approaches/types used in the school but not listed above. |
General Requirements Classroom Teaching Requirements

Building towards full responsibility (LO 1 – 3, 5)
Requirements need to be tailored to the needs of the children, class programme and your personal progress. Associate teachers have the professional expertise to pace and tailor these requirements to support your particular professional development needs. You will need to undertake a minimum of seven consecutive days of full responsibility.

Planning and Observation Templates
You will find templates for your observations (Electronic File One), Personal Weekly Planner (Electronic File Two), Single Lesson Plans (Electronic File Three), Series of Lessons Plans, and (Electronic File Four) on CANVAS.
You may design your own templates or make use of your Associate Teachers templates.

Week one - ‘Start-up’ week and Induction Day
Establish yourself as a co-teacher and display positive presence and authority. This first week will give you and your associate teacher the opportunity to discuss the classroom programme.
Undertake structured and focused observations in most curriculum areas. Begin teaching with small groups (or whole class) mid-week. The chart below lists work to be completed.

<table>
<thead>
<tr>
<th>WHAT</th>
<th>NOTES: How, Why, When?</th>
<th>Check/tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn all children’s names.</td>
<td>As soon as possible.</td>
<td></td>
</tr>
<tr>
<td>Observe and record in detail: Classroom organisation, routines,</td>
<td>It is vital that you know all the class routines and procedures in detail so that you are able to follow these clearly when you are teaching the whole class independently.</td>
<td></td>
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<tr>
<td>procedures and management.</td>
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<td></td>
</tr>
<tr>
<td>Observe in key curriculum areas.</td>
<td>Language/Literacy/English; Maths; two self-selected curriculum areas. Observe twice in each area - each time with a different focus.</td>
<td></td>
</tr>
<tr>
<td>Sketch of classroom layout.</td>
<td>Include seating, storage, resources and work spaces.</td>
<td></td>
</tr>
<tr>
<td>Planning and teaching: groups or a class.</td>
<td>Minimum: one lesson each in Language/Literacy, Math; one in any other curriculum area (negotiated with associate teacher).</td>
<td></td>
</tr>
<tr>
<td>Collect planning information about the classroom programme for the duration of practicum</td>
<td>Discuss with your associate teacher. Seek permission to copy long term plans.</td>
<td></td>
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<tr>
<td>Read aloud to the class daily when possible.</td>
<td>A poem, short story, picture book, novel chapter, newspaper story. Use this as an opportunity to develop your classroom presence.</td>
<td></td>
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<tr>
<td>Observe and record how the teacher encourages appropriate behavior and maintains routines.</td>
<td>Consider what you need to learn to carry these out effectively during your full responsibility for teaching. As a student teacher: are there any adjustments that you need to make to support/ensure your success?</td>
<td></td>
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</tbody>
</table>
Week two - Building and Developing Skills, Relationships and Knowledge
It is important to observe curriculum areas before teaching them. Use your associate teacher’s long term plans to guide your own weekly and daily planning. Note Queen’s Birthday Monday.

<table>
<thead>
<tr>
<th>WHAT</th>
<th>NOTES: How, Why, When?</th>
<th>Check/tick</th>
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<tbody>
<tr>
<td>Take responsibility for most of the Mathematics and Reading (or Language/Literacy) teaching.</td>
<td>Team Teaching: In junior classes where there are many groups to teach, the associate teacher can use your plans to teach some of the groups. Some initial collaborative planning is also a possibility before you ‘go it alone’.</td>
<td></td>
</tr>
<tr>
<td>Find out where key resources for teaching is stored in the school.</td>
<td>What are the processes for using these resources? Record this.</td>
<td></td>
</tr>
<tr>
<td>Implement first stages of your specific goals.</td>
<td>Record: how you implement your goals &amp; evaluate your progress. Be specific.</td>
<td></td>
</tr>
<tr>
<td>Plan and teach in other curriculum areas, e.g. P.E./Health, Science, Arts, Social Studies, Technology.</td>
<td>Negotiate with your associate teacher in which areas you can teach. It is suggested that you might like to plan together and ‘team teach’ some of these lessons as a trial.</td>
<td></td>
</tr>
<tr>
<td>Discuss and plan ahead for teaching with full responsibility.</td>
<td>The associate teacher will be able to discuss the best way to make progress towards this.</td>
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</tr>
<tr>
<td>Ensure you have opportunities to Teach multiple groups during curriculum sessions.</td>
<td>This could be undertaken in Maths or Reading. In an Intermediate School this might be a couple of groups in Physical Education or Social Studies.</td>
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Week three - Taking two days full class responsibility
You need to take increasing responsibility for large blocks of time, e.g. interval to lunch, the afternoon session, so that by the end of the week, on Thursday and Friday, you are able to take sole responsibility for the class for two full days. How this is organized is to be decided in consultation with your associate teacher. Learning to manage large blocks of time during the middle of this week does not necessitate the planning of every aspect of a session; the ability to manage the class for learning using some of your associate teacher’s planning is a useful opportunity to develop the skills of managing various classroom activities simultaneously. It helps to develop ‘sense of time’ and an ability to keep to the ‘timetable schedule’.

Week Four - Taking full class responsibility for planning and teaching all week
Taking full responsibility means that you need to take charge of everything: planning all lessons, lunches, duty, attendance roll, setting up the class at the start of the day, attending meetings, resources, marking, dealing with upset children. Your associate teacher might want to keep oversight of some aspects in the classroom; this needs to be discussed.

You and your associate teacher could change roles; you can undertake all the planning and preparation and your associate teacher might take groups or help individual children using your plans and directions. Children will benefit from having two teachers.

Week Five – Continue to take full teaching responsibility on selected days/half days.
Focus on selected teaching areas that you need or wish to develop or improve.
The full responsibility days/half days do not need to be consecutive. It is suggested that you focus on areas of teaching you wish to develop and/or refine. It is important to observe your associate teacher again and ‘pick up’ practices that were not fully understood or noticed earlier. Discuss this with your associate teacher before you engage in any further practice to refine and consolidate your teaching.


Practicum File Requirements

Maintaining Documentation: The Practicum File
Each student teacher must establish and maintain a detailed practicum file for each practicum. This file maybe maintained electronically if this is acceptable to your School Coordinator and Associate Teacher. Documentation has two purposes:

1. A reference point for teaching, planning and keeping track of children’s learning.
2. Evidence of meeting practicum learning outcomes, requirements and ECNZ Graduating Teacher Standards.

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 (hardcopy or electronic) should be made available to the associate teacher so that s/he can monitor student teacher progress and give feedback. It is not acceptable to have material unavailable because it is still ‘on a computer’ at home.

- As developing professionals student teachers are responsible for documenting evidence that clearly demonstrates that they have met the criteria for the learning outcomes. In order to make this clear in the documentation, evidence that links to the various learning outcomes should be annotated in the margins of your file. It is suggested that important items of work be loaded into your e-Portfolio files for future use.

- The file should be divided into sections (See Appendix One for Suggested Guidelines on File Organisation).

SECTION TWO: GENERAL INFORMATION

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 8.30am to 4.00pm. Alterations to these times need to be negotiated with associate teachers and school co-ordinators. Some schools have earlier start times and student teachers will need to adjust their starting times. Students will be expected to attend staff and syndicate meetings beyond 4.00pm.

Familiarity with School Policies and Protocols
Students must familiarise themselves with school policy and ensure their behaviour is consistent with all policies in relation to:
- Being alone with pupils.
- Physical contact with pupils.
- Giving comfort and first aid to pupils.
- School discipline systems/protocols.
- General professional practice/conduct.
- Leaving the school grounds.

Procedures regarding use of: phone, photocopier, library, IT equipment, staffroom and any other relevant school facilities need to be checked at the start of the practicum.
Communication with Appropriate Personnel
Students need to be proactive and seek advice from appropriate personnel if they consider they require guidance regarding progress or other professional matters. *The school is the first avenue for communication, the designated professional supervisor the second.*

Practicum Liaison Representative
One Graduate Diploma student in a school will be designated as the practicum liaison representative. S/he will liaise between the student group and school co-coordinator for the purpose of clear and effective communication between the school and student teacher group.

Professional Responsibilities of Student Teachers
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.

Procedures for Resolving Professional Concerns
Where concerns arise regarding the associate teacher’s supervision and guidance during practicum, the student should first attempt to resolve any matters through discussion with the associate teacher. The student may wish to seek advice from their professional supervisor about the steps to take in resolving the matter. If the concern is unresolved, advice and guidance should be sought from the school practicum co-ordinator. Where concerns remain unresolved following discussion and mediation, the professional supervisor or school practicum co-ordinator will contact the practicum co-ordinator to discuss recommendations.

Under no circumstances should students withdraw themselves from a practicum placement. Possible relocation is only considered as a last resort, or when it is considered to be in the best interests of the children.

SECTION THREE: THE ASSESSMENT OF STUDENT TEACHERS

Overview of Assessment Requirements and Processes with Professional Supervisor (PS)

Introductory ‘group visit’ by PS:
Weeks 1 - 2
The purpose of this is to discuss requirements and answer questions. Practicum files will be checked to confirm that they are organized and operational.

The assessment is a three-step process.

Teaching Observation Visit (Weeks 3 - 5)
A professional supervisor will observe student teachers on this practicum for up to 30 minutes. They will also examine read through the practicum file checking on planning and general practicum
requirements. Observation notes will be made and shared during a professional triadic assessment discussion (AT, ST, PS). Student teachers will receive a copy of these observation notes.

**Professional Triadic Discussion and Provisional Assessment (ST, AT, PS)**

During the professional discussion a **provisional assessment** of the student teacher's progress and achievement will be made. The purpose of this assessment discussion is to ensure the student is ‘**on track**’ to fulfill the requirements competently by the end of the practicum. Ongoing assessment of the student will occur until the final practicum day.

**What is a ‘Professional Triadic Assessment Discussion’?**

The triadic assessment is a three-way conversation undertaken by the student teacher, the associate teacher and university professional supervisor. The triadic assessment is a **professional conversation** about the student’s learning and development during practicum. The purpose is to discuss the student teacher’s progress and to make a provisional decision about whether the student teacher is ‘on track’ to meet the Learning Outcomes by the end of practicum.

### Professional Triadic Conversation Roles

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Provides feedback and evidence on student progress towards meeting the learning outcomes.</th>
</tr>
</thead>
</table>
| Faculty of Education Professional Supervisor | - Questions, supports and validates evidence.  
- Provisional assessment made. |

**Post 'Professional Triadic Conversation' Procedures**

- **Practicum requirements are met provisionally**: the student continues with practicum and works towards completing and meeting all the Learning Outcomes in full.
- **Practicum requirements not yet met provisionally**: continue teaching with a focus on particular needs to reach requirements. Extra teacher days and/or professional supervisor observation visits may be required.

On return to the faculty student teacher returns submits his/her associate teacher’s assessment report to the professional supervisor who will read and sign the report.

**Note**: The student teacher’s documentation linked to the learning outcomes, self-assessment report, and feedback from the associate teacher and professional supervisor will form the basis for the final practicum assessment.

It is the student teacher’s responsibility to complete: the set practicum requirements; self-assessment report; documented evidence in file of learning and achievements; linking file documentation to the Learning Outcomes.
Assessment Overview: Types and Procedures

Types of Assessment

The following are arrangements for the types of assessment during the second practicum:

<table>
<thead>
<tr>
<th>1. Feedback from Associate Teacher</th>
<th>Ongoing oral and written formative feedback. Associate Teacher practicum report: Mid-point and final at week five.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student self-assessment (see Appendix Six for examples)</td>
<td>Self-assessment report for triadic discussion. Utilise reflections, professional conversations and work with children.</td>
</tr>
</tbody>
</table>

Summative Assessment: PASS/FAIL/WITHHELD

Grades

Grades are not given for practicum. On completion of practicum two, results are given as a pass, fail, or pass withheld. Achievement of practicum will be based on the completion of assigned professional activities, meeting the learning outcomes and associated criteria, and demonstration of the professional dispositions and qualities as outlined in the TECANZ requirements, ‘Fit to be a Teacher’ Criteria (refer Appendix Three).

**Pass Grade:** 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 all learning outcomes must be met.

**Pass Withheld:** This may be given by the practicum course co-ordinator when a student has not reached one or two criteria and it is considered that the student will be able to meet these in the subsequent practicum. Note: this is not available for practicum three.

**Fail Grade:** This will be given when the assessment process indicates that a full re-sit of the practicum is required. The Practicum Course Co-ordinator will confirm this. Students who do not pass Practicum 2 will need to seek permission to repeat the practicum by completing an ‘Application to Repeat a Failed Course’ form.

Student and Associate Teacher Preparation Prior to Professional Supervisor Visit

The following needs to be completed before the professional supervisor’s visit:

**Student Teacher Requirements**

1. **Practicum file:** to be organized, accessible and up to date.
2. **Items for discussion made easily accessible:**
   - Student teacher self-assessment report (see Appendix Six for examples)
   - Smyth reflection
   - A plan of one lesson that went well
3. **Self-assessment Report:**
   - Fill in with ticks or crosses the triadic discussion check box column of your self-assessment report. Cross reference self-assessment comments to documentation in your practicum file (see Appendix Six for examples).
   - **Note:** It is not expected that you will have professionally met all learning outcomes or criteria by the mid-point of the practicum. Some will be ‘in progress’.
   - Two days prior to the triadic discussion, exchange your report with your associate teacher and read and discuss each other’s reports. Sign and date each other’s reports.

**Practicum Assessment Completion: Final Procedures Checklist**

**Student Teacher**
- Complete end-point section of self-assessment report. Show this to your associate teacher.
- Collect associate teacher report for return to Faculty of Education.
- Ensure that the associate teacher assessment report is signed by: associate teacher, the Principal or School Practicum Co-coordinator.

NOTE: Student teachers are responsible for ‘keeping track’ of their reports and ensuring they are returned to the Faculty for grade entry of results.

**Associate Teacher**
- Complete the report and **show the student teacher the final comments and outcomes.** Discuss.
- Give to the Principal or co-ordinator for signing and completion.
- Ensure student teacher receives your signed report. It is the student’s responsibility to return the report to the Faculty of Education.
(Please note: Planning, observation and goal setting templates are available on CANVAS and have been emailed to school co-ordinators)

<table>
<thead>
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<td>Appendix Six</td>
<td>LOs Criteria and Example Indicators</td>
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</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: Smyth’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>Describing</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>Informing</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>Confronting</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>did the beliefs and values come from? What are other</td>
</tr>
<tr>
<td>perspectives?</td>
</tr>
<tr>
<td>Reconstructing</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://www.educationcouncil.org.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 collegiate 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 Four: TECANZ Graduating Teacher Standards

Professional Knowledge

Standard 1: Graduating Teachers know what to teach
a) have content knowledge appropriate to the learners and learning areas of their programme
b) have pedagogical content knowledge appropriate to the learners and learning areas of their programme
c) have knowledge of the relevant curriculum documents of Aotearoa New Zealand
d) have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum

Standard 2: Graduating Teachers know about learners and how they learn
a) have knowledge of a range of relevant theories and research about pedagogy, human development and learning
b) have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation
c) know how to develop metacognitive strategies of diverse learners
d) know how to select curriculum content appropriate to the learners and the learning context

Standard 3: Graduating Teachers understand how contextual factors influence teaching and learning
a) have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners
b) have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand
c) have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand

Professional Practice

Standard 4: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment
a) draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating
b) use and sequence a range of learning experiences to influence and promote learner achievement
c) demonstrate high expectations of all learners, focus on learning and recognise and value diversity
d) demonstrate proficiency in oral and written language (Maori and/or English), in numeracy and in ICT relevant to their professional role
e) use te reo Maori me nga tikanga-a-iwi appropriately in their practice
f) demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners

Standard 5: Graduating Teachers use evidence to promote learning
a) systematically and critically engage with evidence to reflect on and refine their practice
b) gather, analyse and use assessment information to improve learning and inform planning
c) know how to communicate assessment information appropriately to learners, their parents/caregivers and staff

Professional Values & Relationships

Standard 6: Graduating Teachers develop positive relationships with learners and the members of learning communities
a) recognise how differing values and beliefs may impact on learners and their learning
b) have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whanau and communities
c) build effective relationships with their learners
d) promote a learning culture which engages diverse learners effectively
e) demonstrate respect for te reo Maori me nga tikanga-a-iwi in their practice

Standard 7: Graduating Teachers are committed members of the profession
a) uphold the ECNZ Code of Ethics/Nga Tikanga Matatika
b) have knowledge and understanding of the ethical, professional and legal responsibilities of teachers
c) work co-operatively with those who share responsibility for the learning and wellbeing of learners
d) are able to articulate and justify an emerging personal, professional philosophy of teaching and learning
Appendix Five: Students of Concern Procedures and Form

Students 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 need 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 Two Learning Outcomes and/or the TECANZ Graduating Teacher Standards (Appendix Four).

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 Student With Teaching/Professional Concern Form (Appendix Five page 23) 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.
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 needs 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 visiting 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: Triadic Assessment Discussion
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 triadic discussion 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.
## Student of Concern Form

<table>
<thead>
<tr>
<th>Schools</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### AREA (S) 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></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix Six: Learning Outcomes Criteria and Example Indicators**

**LO 1: Analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Observations start with a question or problem to ensure focus.</td>
</tr>
<tr>
<td></td>
<td>Observations are focused and avoid peripheral matters.</td>
</tr>
<tr>
<td></td>
<td>Observations are analysed to generate new understandings and questions.</td>
</tr>
<tr>
<td></td>
<td>Questions are documented and retrieved for discussion.</td>
</tr>
<tr>
<td>1.2</td>
<td>Questions are discussed with peers, associate teachers and/or staff members to clarify understandings.</td>
</tr>
<tr>
<td></td>
<td>Selected questions are used as a focus for critical reflection.</td>
</tr>
<tr>
<td></td>
<td>Reflections focus on aspects of professional practice that are puzzling, e.g. the importance of routine.</td>
</tr>
<tr>
<td></td>
<td>New ideas emerging from observations are ‘tested’ in practice and evaluated.</td>
</tr>
<tr>
<td></td>
<td>Reflections (oral and written) focus on own practice and challenge personal thinking and beliefs.</td>
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<tr>
<td></td>
<td>Lesson evaluations are evident as a means for ongoing consideration of future planning.</td>
</tr>
<tr>
<td></td>
<td>Interactions with children are reflected upon.</td>
</tr>
<tr>
<td></td>
<td>Own lesson is taped and analysed.</td>
</tr>
<tr>
<td></td>
<td>Children are asked to give feedback on lessons.</td>
</tr>
<tr>
<td></td>
<td>Research is undertaken to clarify new findings.</td>
</tr>
</tbody>
</table>

**LO 2: Demonstrate effective planning, assessment, organisation and management practices that are responsive to children’s learning.**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Talks with children before/after school and develops positive relationships.</td>
</tr>
<tr>
<td></td>
<td>Gains knowledge about children’s interests and backgrounds.</td>
</tr>
<tr>
<td></td>
<td>Children approach student teacher for assistance.</td>
</tr>
<tr>
<td></td>
<td>Communication focuses on the positive.</td>
</tr>
<tr>
<td></td>
<td>Learns children’s names quickly.</td>
</tr>
<tr>
<td></td>
<td>Sets clear guidelines and boundaries</td>
</tr>
<tr>
<td></td>
<td>Seats children so all can participate in learning.</td>
</tr>
<tr>
<td></td>
<td>Communication with children is calmly assertive but friendly.</td>
</tr>
<tr>
<td></td>
<td>Explanations and instructions are clear and concise.</td>
</tr>
<tr>
<td></td>
<td>Takes initiative and helps out e.g. distributing and preparing resources; help children who require individual support, lining up after lunch.</td>
</tr>
<tr>
<td>2.2</td>
<td>Conversations during classroom time focus on learning.</td>
</tr>
<tr>
<td></td>
<td>Uses knowledge of children and their backgrounds and interests to engage in and foster learning.</td>
</tr>
<tr>
<td></td>
<td>Children’s viewpoints and understandings are sought to gain their perspectives.</td>
</tr>
<tr>
<td></td>
<td>Amends teaching to respond to children’s learning pace.</td>
</tr>
</tbody>
</table>
|          | Learning outcomes, learning activities and
### 2.3
Assessment is embedded in planning and used to inform teaching on a day-to-day basis.

- Assessment is linked to the learning intentions and criteria.
- Children know what they need to learn so they can self-assess their progress.
- Assessment is integral to the learning process.
- Children are involved in assessment processes.
- A variety of assessment procedures are used (peer, self, group, oral, written)

### 2.4
Te Reo Maori is used regularly and taught within the classroom programme

- Books and other literature read to or used by children contain words and/or concepts in Te Reo Maori.
- 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 Te Reo in daily instructions and classroom conversations.
- Invites children with Te Reo competency to be co-teachers in this area.
- Te Reo and tikanga Maori is incorporated into the classroom programme.

### 2.5
The teaching of mathematics and reading (e.g., guided and shared approaches) demonstrate an understanding of the knowledge, principles, processes and organisational aspects required for effective teaching and learning.

- Uses guided reading approach in various curriculum areas.
- Is able to use a reading tumble/rotation to manage reading groups.
- Children are able to read text independently after guided reading session with teacher.
- Independent learning activities are relevant to the intention of the lessons and allow for practice/consolidation of new learning.
- Teacher questions probe comprehension and thinking.
- Planning builds on children’s understanding assessed during previous teaching episodes.
- Uses questions to gauge children’s understanding.
- Uses literature/websites to familiarise and extend own understanding of topic content and teaching strategies.

### LO 3: Implement personal goals that enhance professional development.

#### 3.1
Goal for enhancement of own professional development are formulated, acted upon and evaluated.

- Feedback on goals is sought from colleagues and/or children.
- Goals are evaluated regularly and progress recorded.
- Goal implementation is amended based on feedback and progress.
- Engages in reflection about future actions resulting from goals.

#### 3.2
Reflects on practice to enhance professional development.

- Reflects with a focus on ‘Is this supporting children’s learning/my practice/my professional understanding?’
- Engages in Smyth’s model of critical reflection in all aspects of practice.
- Guides children to reflect on their own learning.
- Reflects on wider school and community matters and considers the degree of inclusiveness within daily practice.
| LO 5: Establish and demonstrate professional, ethical relationships in educational settings. |
|---|---|
| **5.1** | **5.1** |
| Effective communication and working relationships with associate teachers, colleagues and members of the learning community (e.g. teacher aides, school secretary, parents, whanau) are established and maintained in a professional manner | Supports teacher’s classroom practices and rules when working with children. |
| | Accompanies staff ‘on duty’. |
| | Arrives at school on time for class and school work. |
| | Attends staff and syndicate meetings. |
| | Is discreet with children’s personal information. |
| | Is aware of and supports school’s policies and practices, e.g. wearing a sun hat outside. |
| | Takes initiative and helps out e.g. distributing and preparing resources; children requiring individual help; lining up children after lunch. |
| | Communicates positively and professionally with non-teaching staff. |
| | Attends staff and/or school functions. |
| **5.2** | **5.2** |
| Ethical, positive and responsive relationships with children are demonstrated in all interactions. | Own practices are regularly and critically reflected upon, evaluated and discussed. |
| | Children’s viewpoints and understandings are sought to gain their perspectives and input. |
| | Spends time in playground interacting professionally with children. |
| | Communicates positively and professionally with non-teaching staff. |
| | Incorporates words from many languages in daily classroom communication and places visual symbols from different cultures in the classroom. |
| | Greets parents and caregivers. |
| | Adheres to school dress code is. |
| | Is discreet with personal information. |
| | Communication for learning guides children to seek own |
| | ‘answers’. |
| | Spends time in playground interacting professionally with children. |
| | Establishes a collaborative and collegial learning environment. |
| | Responds inclusively to the different cultures and backgrounds of children in the classroom: family makeup (e.g. single, lesbian and gay parents, dual working parents, divorced, immigrant, unemployed, extended family); religion, non-English language, special needs, refugee, special abilities. |