Graduate Diploma in Teaching (Primary)

EDPRAC 607
PROFESSIONAL PRACTICE IN CONTEXT

Practicum Three:
Monday 14 October - Friday 15 November
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Practicum Three Dates
- Introduction Day: Tuesday 25 September.
- School Holidays: 1 October - 12 October
- Practicum Three: Monday, 15 October – Friday, 16 November
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Introduction
This is the final practicum for student teachers. They are required to meet all the performance criteria for each of the five learning outcomes and demonstrate quality teaching that signals they are ready to take full responsibility for a class next year as a provisionally registered teacher.

Overview of Teaching Requirements
Details of students’ teaching requirements are found on pages 4-6 of this handbook. Student teachers will be required to take full responsibility of the class programme for a period of three consecutive weeks.

Full responsibility requires the student teacher to organise, manage, plan for and teach the class using the associate teacher’s long term plans and assessment information as a foundation for this. It is important that student teachers interpret the long term plans with the help of the associate teacher and construct a teaching programme that clearly shows a ‘flavour’ which is their own. This, however, must not compromise the intent and aim of the associate teacher’s long term plans.

Student teachers will be expected to take on the professional role of a teacher and fulfill the requirements this demands. With this in mind they will be expected to:

• manage and organise a class effectively to support quality learning.
• make sound decisions based on children’s academic, social, emotional and physical needs
• use a variety of teaching approaches to meet the wide ranging needs of children
• demonstrate that their teaching is responsive, engaging, and purposeful over a sustained period of time.
• use assessment as an integral part of planning and teaching.
• participate in the corporate life of the school.
• demonstrate positive, professional relationships and effective communication with members of the school learning community.
• identify stressors in their work and develop strategies to minimise personal stress.

School Holiday Period
A two-week holiday precedes the block practicum. During this time student teachers need to prepare, plan and gather resources for their teaching responsibilities. Participation in any school planning and syndicate meetings is expected.

Refining and Consolidating Practice after the Full Responsibility Period
Following the full responsibility period it is beneficial for student teachers to set aside time to observe their associate teacher. This will give them the opportunity to seek solutions and refinements to their own teaching practice. Teaching during week five to support consolidation, refinement or extension is expected.

Some time set aside to pursue the following is also useful:

• Discussion with a beginning teacher: How to set up a programme.
• Observe how children learn and operate within specialist programmes.
• Seek information regarding particular aspects of school policies and operations that are pertinent to provisionally registered teachers.
Section Two: Student Teacher Requirements

FIRST STAGE: PREPARATION PRIOR TO THE BLOCK PRACTICUM

Being Prepared
Preparing to take full responsibility for a class for three weeks will require commitment, focus and a considerable amount of time spent on planning for teaching. You will need to be physically and mentally robust to complete this task effectively as teaching days will be long. The positive outcomes that will accrue from this endeavour will be worthwhile and invaluable. It is important to plan carefully with your associate teacher to staircase yourself towards the three weeks full responsibility.

Pre-practicum Organisation

<table>
<thead>
<tr>
<th>Practicum file must contain (Hard copy or electronic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents page and labeled dividers</td>
</tr>
<tr>
<td>Teaching Summary Sheet</td>
</tr>
<tr>
<td>Two specific goals (that will focus on enhancing your professional knowledge and/or practice)</td>
</tr>
<tr>
<td>A provisional teaching philosophy (bullet points acceptable)</td>
</tr>
<tr>
<td>A list of questions/matters to discuss with associate teacher</td>
</tr>
</tbody>
</table>

Week of 23-27 September: Negotiate half day introduction in Practicum Three school if possible. This will provide an opportunity to familiarize yourself with the class and school. You will need to gather information about the class and the teaching programme, which follows the two-week holiday period. The school holiday break will be a time to collect resources for teaching. Some associate teachers will require you to attend a meeting during the school holiday break to plan for your teaching responsibilities. You will be expected to attend.

SECOND STAGE: WEEK ONE 14-18 October

Introduction
It is expected that student teachers begin taking on general classroom responsibilities (e.g. lunches, room set up, daily organization information on whiteboard, home readers) and the teaching of small groups/whole class lessons during the first couple of days of week one.

The aims of this first week are:
- ‘Get to know’ individual children; develop positive learning relationships with the class; establish a teacher presence; become familiar with the classroom culture, procedures and routines.
- Establish a working relationship with your associate teacher.
- Gather information about the class programme and use this to begin preparation and planning for three weeks’ full responsibility (weeks two to four)
- Engage in teaching (using Associate Teacher plans) as soon as possible.

Preparing and building teaching competency
Teaching requirements should build rapidly so that by the end of this week you have responsibility for managing a whole morning or afternoon session. This does not mean you need to plan an entire session. It is suggested that you follow some of the associate teacher’s plans to familiarise yourself with the procedures and organisation of the class – without
having to plan every aspect. Team teaching, with you taking on increasing responsibility for organizing the children, is suggested.

During practicum the associate teacher will be guided by both your needs and those of the class when determining the pace at which your teaching requirements are undertaken. This will help to ensure that teaching is a positive learning experience for everyone concerned.

**Essential tasks to be completed between 14 Oct and 18 Oct (end of week one)**

<table>
<thead>
<tr>
<th>Key Requirements</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce yourself to the class – suggest you share a personal item.</td>
<td></td>
</tr>
<tr>
<td>Learn children’s names.</td>
<td></td>
</tr>
<tr>
<td>Gather information about the class composition and children’s learning needs</td>
<td></td>
</tr>
<tr>
<td>With permission, copy the long-term plans and associate teacher’s class description.</td>
<td></td>
</tr>
<tr>
<td>Work with children: small groups and individuals.</td>
<td></td>
</tr>
<tr>
<td>Organise a meeting with your associate teacher for planning purposes</td>
<td></td>
</tr>
<tr>
<td>Observe and record classroom management procedures, routines and practices in detail.</td>
<td></td>
</tr>
<tr>
<td>Observe the associate teacher working in curriculum areas (include the organisation).</td>
<td></td>
</tr>
<tr>
<td>Establish where relevant resources are located in the school.</td>
<td></td>
</tr>
<tr>
<td>Take charge of some whole class responsibilities e.g. morning routines. Negotiate this.</td>
<td></td>
</tr>
<tr>
<td>Ensure understanding of key school policies and protocols.</td>
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</tr>
<tr>
<td>Plan for and teach a number of group or whole class lessons in Maths and English.</td>
<td></td>
</tr>
<tr>
<td>Plan for and teach in other selected curriculum areas.</td>
<td></td>
</tr>
<tr>
<td>By the end of the week facilitate one or two whole class morning or afternoon sessions.</td>
<td></td>
</tr>
<tr>
<td>Plan and prepare for the three week’s full responsibility.</td>
<td></td>
</tr>
<tr>
<td>Goals: one curriculum, one disposition. Discuss, amend for implementation week 2.</td>
<td></td>
</tr>
</tbody>
</table>

**THIRD STAGE: FULL RESPONSIBILITY (3 weeks)**

*Week 2: Full Responsibility During ‘Shadow Week’ (21 – 25 October)*

Students are expected to begin full responsibility for the class in the second week. In some instances this might begin half way during this week. During this week the associate teacher will need to take on a ‘teacher-shadow’ role and monitor the student teacher’s daily programme and remind him/her of any procedures that may need to be addressed. In this way the associate teacher will act as an external voice for the student teacher while s/he becomes accustomed to the classroom requirements. The aim is to guide student towards success in the area of classroom organisation and management.

*Weeks 3 and 4: ‘Going it Alone’ - Independent Full Responsibility (29 October- 8 November)*

During these weeks students need to take independent responsibility for the class. A team teaching approach where the student and associate teacher roles are reversed is suggested.

*Week 5: Refining and Consolidating Practice (11 – 15 November)*

Student teachers require an opportunity observe their associate teacher to seek solutions and refinements to their own teaching practice. Teaching (whole class or groups) with specific purposes for consolidation, refinement or extension is expected. Trialing a new teaching idea is suggested. Inquiry into aspects of school operations and policies or an examination of provisionally registered teacher’s support systems might also be helpful. The week’s work is to be negotiated with the associate teacher.

*This is not a ‘down tools’ time.*
PLANNING and DOCUMENTATION

Planning Formats
Student teachers are expected to use a standard weekly diary planner during practicum and to be guided by the associate teacher and school regarding the use of planning formats. It is also expected that student teachers trial various formats and design some of their own if permitted by the school and associate teacher.

Student teachers must show all planning to their associate teachers in advance of implementation. Assessment of children’s learning needs to be an integral part of planning. The plans for each of the three week’s full responsibility should be completed well before implementation so that necessary amendments can be made after associate teacher feedback. Students need to establish with the associate teacher how far in advance the planning needs to be submitted for feedback.

School unit plans must be reworked and rewritten to meet the learning needs of the particular class being taught. They are not to be used in their current, unchanged form as the planning template for teaching a class.

It is expected that planning for teaching and learning:
- for three consecutive weeks responsibility is manageable, concise and purposeful.
- includes organisation, management, resources, assessment, and evaluation of own teaching.
- links to the associate teacher’s long term plans for the class programme. These links should be evident in the practicum file documentation.
- developed by a syndicate/school is re-developed by student teachers to meet the learning needs of their particular class

Practicum File
All student teachers must have a practicum file. The file can be a hard copy physical file or an electronic file. The file should be organised to suit each student teacher’s working style. It must be maintained at a high professional standard and contain all the planning and documentation required for this practicum. The file is a public document and should be available at school and accessible to the associate teacher, professional supervisor, principal and school practicum co-ordinator at all times.

FOUR GENERAL REQUIREMENTS

1. Two thorough Smyth reflections: select key incidents/learning or teaching episodes/dilemmas.

2. Principal’s discussion: as a group formulate questions prior to the meeting and give this to the principal. This should include questions related to expectations of provisionally registered teachers (PRT) and the various functions and policies in the school.

3. Consolidate and revise your teaching philosophy at regular intervals as you engage in professional discussions about what is important to you as a teacher. Keep concise.

4. Two goals: One disposition goal and one curriculum goal. (See Goal Setting Resources in CANVAS Practicum Three Module)
Section Three: Student Teacher 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. 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 coordinator will contact the Practicum Course 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.

Practicum Liaison Representative
Where there is more than one student teacher in a school, one student is designated as a practicum liaison representative for the graduate diploma students in that school. This person will liaise between the graduate group and the school practicum co-ordinator. In some schools there will be other Epsom Campus student teachers on practicum with their own representative. In these instances the graduate representatives will need to work in partnership with this other person. This is especially so when it comes to organizing such things as morning teas and the principal’s talk.

Attendance
Full attendance is expected during practicum. Leave is not granted to attend paid work related commitments. Student teachers are expected, as a minimum requirement, to be at the school from 8:30am-4:00 pm. Staff and syndicate meetings require extension beyond this time. Please note that some schools have a teaching start time that is earlier than 9.00 am; students are expected to meet a school’s particular time schedule. If travel difficulties necessitate other arrangements this needs to be negotiated with the associate teacher and school.

Students are to arrange personal commitments and childcare well before the practicum commences in order to meet professional requirements.
Absences
Student teachers who are unable to attend the practicum because of illness or personal reasons must notify their school before 8:00 am or at a time stipulated by the school. Teaching while inconvenienced by minor ailments is a professional expectation.

School Policies
Student teachers must familiarise themselves with school policy and ensure their behaviour is consistent with these in relation to:

- Being alone with pupils
- Sexual/other harassment
- Physical contact with pupils
- Giving comfort and first aid to pupils
- School discipline
- General professional conduct
- Confidentially
- Photographing/videoing children
- Social Media

All student teachers need to check procedures regarding the use of: phone, fax, copy machine, library, computers, staffroom and other facilities.
Section Four: Expectations of Schools and Associate Teachers

Access to Documentation
Student teachers need to be given access to and an explanation of the associate teacher’s long term plans and assessment data. This provides a context and foundation for student’s planning. This is the first time students are required to reconstruct syndicate or school long term plans so support with making sense of previous plans and assessment is important.

Formative Assessment
Both oral and written feedback and feed forward from associate teachers is pivotal to supporting student teachers’ progress. Associate teachers need to provide regular feedback. Evaluations from previous cohorts indicate that regular, constructive feedback from associate teachers – both written and oral – is highly valued. A brief list of bullet points (supported by discussion) at least three times a week is essential. It is advised that students initial all written feedback following discussion with the associate teacher.

Principal’s Discussion
Principals are requested to hold a meeting with students and discuss school based matters and any current educational topics of relevance to the workings of the school. Matters related to applying for teaching positions and working as a provisionally certificated teacher (PCT) are helpful. Students are expected to formulate questions for this discussion, particularly those that are linked to the practicum experiences and making the transition to a PCT.

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 G for details of the process to follow with a student of concern).
Learning Outcome 1: Analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice.

**Theme:** Evidence based practice to enhance teaching and learning.

**Question:** What evidence do I require to inform, evaluate and enhance the effectiveness of my practice?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
</table>
| 1.1 Diverse academic, social, cultural, emotional and physical needs are analysed and critically considered for informing and evaluating practice. | • Identifies diverse learning needs and considers the importance of these for planning.  
• Includes Māori perspectives, knowledge and Te Reo in curriculum.  
• Attempts to pronounce Te Reo ‘correctly’. Māori vocabulary embedded in day-to-day communication: greetings, counting, days of week, instructions.  
• Considers participation, partnership and progress of Māori students and whanau.  
• Uses websites to research the cultural information of various immigrant groups.  
• Considers gender issues and their impact on learning. |
| 1.2 The effects of moral, social and political issues on teacher’s work and children’s learning are discussed and examined to guide decision making. | Issues for examination:  
• Political: Government directions for healthy eating, technology in schools, school funding, zoning, OSH requirements, obesity, ORS funding, national standards, school governance.  
• Social: poverty, child abuse, after school child care, truancy, school fees, pre-school education, school uniforms, boy’s achievement, unemployment, school attendance, gender.  
• Moral: decile system funding of schools, gifted and talented learner support, funding to private schools. |

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

**Theme:** Responsive practices to enhance children’s learning.

**Question:** How do I ensure that my practices are responsive to children’s learning?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
</table>
| 2.1 Assessment of and for learning is embedded in day-to-day teaching. | • Children are: questioned about their learning, able to ask own questions, able to self assess using success criteria.  
• Learning intentions are clearly understood by all.  
• Formative, summative, diagnostic, self, peer assessment processes are used where applicable, e.g. maths pre-test, for prior knowledge  
• Adapts planning to accommodate changing needs. |
| 2.2 Assessment results are used to inform planning and enhance learning for all. | • Assessment data is gathered, analysed, interpreted.  
• Assessment findings are used to inform subsequent planning and teaching.  
• Uses a variety of assessment strategies and tools.  
• Uses educational websites to source assessment practices.  
• Uses own information and associate teacher records e.g. running records. |
| 2.3 Children’s engagement is supported by effective motivational and positive management and guidance strategies. | • Plans experiences that activate children’s interests.  
• Includes children’s ideas in planning and discussion.  
• Children encouraged to set learning goals.  
• Feedback on learning and achievement is given regularly.  
• Conveys high expectations of all children. |
| 2.4 Demonstrates effective pedagogical practice that is informed by theory, research and evidence and optimises children’s learning. | • Analyses why lessons have been successful.  
• Considers different ways of approaching a lesson.  
• Uses TKI and other educational websites for ideas and resources.  
• Locates and uses literature on staff bookshelves.  
• Uses school schemes and syndicate plans to guide own planning.  
• Learning is interactive/student centred/goal directed/inclusive.  
• NZ Curriculum is used to guide planning and teaching.  
• Uses texts & documents to inform planning, teaching & assessment.  
• Discusses the relationship between curriculum documents and school plans. |
| 2.5 Demonstrates personal teaching that is well organised, responsive and purposeful over a sustained period of time. | • Shows flexibility/adaptability to change lessons when required.  
• Learning intentions and/or success criteria are clear to learners.  
• Materials & resources are organised in advance & accessible to learners.  
• Uses a variety of teaching approaches to optimise learning. |
### Learning Outcome 3: Implement personal goals that enhance professional development.

**Theme:** Goals for enhancing own professional development.

**Question:** How do I verify that my goals have enhanced my professional development?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
</table>
| 3.1 Goals for enhancement of own professional development are formulated, acted upon and evaluated. | • Goals discussed with associate teacher to determine appropriateness/relevance.  
• Details of goal implementation recorded and evaluated regularly.  
• Feedback on goals from learners and associate teacher is requested and utilised.  
• Sets small goals to enhance practice as the need arises.  
• Attainment of goal is evident in day-to-day practice. |

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

**Theme:** Informed personal teaching philosophy to guide effective teaching and learning

**Question:** Is my philosophy congruent with current theory, research and practice?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicator Examples</th>
</tr>
</thead>
</table>
| 4.1 Alignment and consistency between own stated teaching philosophy, practice and children’s learning is reflected upon and evaluated. | • Provisional teaching philosophy recorded in practicum file.  
• Discusses and reflects on education philosophy with associate teacher.  
• Discusses teaching beliefs and practices with various school staff.  
• Records evaluations and reflections on own developing understanding and practice.  
• Modifies philosophy accordingly as new information and experiences later understandings. |

### Learning Outcome 5: Establish and demonstrate professional, ethical relationships in educational settings.

**Theme:** Ethical and professional relationships.

**Question:** Are my relationships both ethical and professional in all educational settings?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 5.1 Ethical, professional working relationships, including group/team work, are established and maintained in a proactive manner. | • Abides by school protocols  
• Uses children’s ideas and contributions during teaching  
• Listens to children empathetically and takes interest in their personal stories/lives.  
• Considers advice from associate and other teachers  
• Pronounces children’s names correctly.  
• Directs parental requests to appropriate school personnel.  
• Works and plans with colleagues/syndicate and contributes ideas.  
• Participates and assists in school events: sports, musical production, school camp.  
• Assists with duty and lunchtime events e.g. library, music practice.  
• Engages in discussion with school personnel in staffroom. |

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 5.2 Ethical dilemmas in teaching and in own practice are identified and explored in a reflective manner. | Possible dilemmas discussed:  
• Tension between meeting the needs of individuals and whole class.  
• Decisions about whether to follow through on a ‘bad call’  
• Removing students physically from the classroom  
• Saying karakia in a state school.  
• Finding it difficult to like a child.  
• Being easily irritated by certain behaviours exhibited in the classroom by a few children.  
• School fees. |

**Note:** All student teacher actions need to meet the ECNZ Graduating Teacher Standards (GTS).
## Section Six: Assessment Procedures

### Practicum Assessment

At the culmination of practicum student teachers need to demonstrate that they have met all the learning outcomes at a level that indicates their capability to take full responsibility of a class as a provisionally registered teacher in 2019.

All learning outcomes and related performance criteria need to be met by a student teacher in order to gain credit for this practicum. It is the student teacher’s responsibility to take a proactive stance in meeting the requirements and to ask for assistance when s/he is unsure.

### Assessment of Student Teachers

<table>
<thead>
<tr>
<th>Assessment Steps During Practicum</th>
<th>Post Practicum</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1. Professional Supervisor Initial Group Visit</strong></td>
<td><strong>Step 5. At Faculty</strong></td>
</tr>
<tr>
<td>Professional Supervisor to:</td>
<td></td>
</tr>
<tr>
<td>1. Contact School co-ordinator and arrange a group visit.</td>
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</tr>
<tr>
<td>2. Hold a group meeting with students in week one. Check progress and advise of PS expectations.</td>
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<tr>
<td>3. In conjunction with the school practicum co-ordinator, establishes dates for observation visits and triadic assessment discussions.</td>
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</tbody>
</table>

| **Step 2. AT and ST preparation prior to Triadic Assessment Visit** | **Step 3. Triadic discussion and provisional assessment:** | **Step 4. Post Triadic Assessment Visit Requirements** |
| Professional supervisor provides ongoing oral and written feedback. Checks practicum file. | PS checks practicum file and observes student teacher in class. | Associate and student teacher continue to work on practicum outcomes and identified needs. |
| Associate and student teacher complete pre-assessments on their report prior to PS observation visit. | PS, associate and student teacher meet to discuss progress and achievements with regards to meeting the learning outcomes. (It is not expected that student teachers are able to complete all LO requirements at this stage). | Associate teacher continues to provide oral and written feedback. |
| Both parties exchange information recorded on the assessment reports to ensure a ‘no surprises’ triadic discussion. Reports are counter signed and dated. | Provisional assessment completed on both PS and AT reports. | Final week: Associate teacher completes assessment report. Co-ordinator to sign. Report forwarded to Faculty via student teacher. |

**Summary of Visiting Procedures**

- Initial visits from professional supervisors should be expected in the first week unless otherwise advised. This visit must be arranged via the school co-ordinator.

- Arrangements for the observation and follow-up triadic assessment discussion visits must be arranged with the school co-ordinator not the associate teacher. This allows the school to make arrangements for class supervision during a triadic discussion if required.

**WHEN A TRIADIC ASSESSMENT DISCUSSION IS NOT POSSIBLE THE FOLLOWING PROCEDURE SHOULD BE FOLLOWED:**

1. The PS and AT discuss the student teacher’s progress as documented on the AT’s report and observed by the PS.
2. The PS and student teacher discuss the achievements demonstrated referring to both the PS and student teacher assessment reports.
3. The PS records provisional findings on the PS report and advises the student of the outcomes.
| Appendix A | Smyth’s Model of Reflection |
| Appendix B | Observation Format |
| Appendix C | Series of Lessons Planning Template |
| Appendix D | Personal Weekly Organisation Planner |
| Appendix E | Dispositions to Consider |
| Appendix F | ‘Student with Teaching/Professional Concern’ Form |
| Appendix G | ECNZ Graduating Teacher Standards: Aotearoa NZ |
Appendix A: Smyth’s Model of Reflection

The chart below outlines the model of reflection used in the course. Student teachers can use this reflective thinking process in oral form during discussions with Associate Teachers and colleagues, and in written form when they write about their daily teaching experiences. It is important that student teachers use this reflective process (or any other model) for their own personal and professional development. It is not a process for evaluating the work of other teachers; it is a process for refining their own practice.

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
</tr>
<tr>
<td>What did I do/observe/experience?</td>
</tr>
<tr>
<td>A statement describing problem/issue/question.</td>
</tr>
<tr>
<td>Observational description without judgement of the 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 event is sought. Feelings and emotions 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 looking at reasons for it. This includes examining historical, social and cultural contexts e.g. From where the beliefs did and values come? What are other 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 future action.</td>
</tr>
</tbody>
</table>
## Appendix B: Observation Format

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time/Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum:</td>
<td>Achievement Objectives/Strands:</td>
</tr>
<tr>
<td>Skills/Processes:</td>
<td>Learning Outcome(s):</td>
</tr>
<tr>
<td>Content/Topic:</td>
<td>Class/Group/Level:</td>
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<tr>
<td>Learning Intentions:</td>
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</tbody>
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**State Focus of Observation as a Question** .................................................................

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**Observation notes**

**Discussion with associate teacher:** Key idea(s)
### Appendix C: Series of Lessons

<table>
<thead>
<tr>
<th>Content area:</th>
<th>Class/group/level:</th>
<th>Date:</th>
<th>Duration:</th>
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<tbody>
<tr>
<td>Achievement objectives: (and level)</td>
<td>Attitudes/Values/Processes/Strands:</td>
<td></td>
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<tr>
<td>Preparation:</td>
<td>Resources:</td>
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<tr>
<td>Key Competencies: Thinking; managing self; relating to others; participating and contributing; using language, symbols and texts.</td>
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<table>
<thead>
<tr>
<th>Learning outcomes: (What will children achieve?)</th>
<th>Learning Intentions: (What are the children going to learn?)</th>
<th>Learning Experiences: (How will the children learn?)</th>
<th>Assessment procedures: (How will you tell if the learning outcomes have been achieved?)</th>
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<tr>
<td></td>
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<td>Success Criteria: (How will children know they have met the Learning Intentions?)</td>
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<tr>
<td>Assessment of children’s learning:</td>
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<tr>
<td><em>(Where to next?)</em></td>
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<tr>
<th>Evaluation:</th>
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<tr>
<td><em>(Including effectiveness of assessment procedures)</em></td>
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<tr>
<td>TIMES</td>
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<tr>
<td>Morning Interval</td>
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<tr>
<td>Lunch Time</td>
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<td>After School Commitments</td>
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Appendix E: 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 collegial and employer decisions;
- Respect the views of others.

**Imagination, enthusiasm and dedication, to:**
- Support and inspire others in their work;
- Generate excitement and satisfaction in learning;
- Engage in co-curricular tasks which expand learning opportunities;
- Show respect for learning and inspire a love of learning.

**Communication, to:**
- Communicate easily and lucidly in the English or Māori official languages of New Zealand;
- Exercise discretion;
- Give and receive constructive criticism;
- Seek advice when needed.

**Physical and mental health, to:**
- Carry out duties safely and satisfactorily;
- Show emotional balance and maturity;
- Display warmth and humour.

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.
Appendix F: 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 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 Two Learning Outcomes and/or the ECNZ Graduating Teacher Standards (Appendix G).

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 F Page 26) 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>
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<tbody>
<tr>
<td>Associate Teacher</td>
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<tr>
<td>Student Teacher</td>
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**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**

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<tr>
<th>Associate Teacher</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student Teacher</td>
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</table>
Appendix G: The Education Council New Zealand 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 | c) have knowledge of the relevant curriculum documents of Aotearoa New Zealand |
| b) have pedagogical content knowledge appropriate to the learners and learning areas of their programme | 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 | c) know how to develop metacognitive strategies of diverse learners |
| b) have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation | 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 | c) have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand |
| b) have knowledge of tikanga and te reo Māori to work effectively within the bicultural 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 | d) demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role |
| b) use and sequence a range of learning experiences to influence and promote learner achievement | e) use te reo Māori me nga tikanga-a-iwi appropriately in their practice |
| c) demonstrate high expectations of all learners, focus on learning and recognise and value diversity | 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 | c) know how to communicate assessment information appropriately to learners, their parents/caregivers and staff |
| b) gather, analyse and use assessment information to improve learning and inform planning |

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 | d) promote a learning culture which engages diverse learners effectively |
| b) have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whanau and communities | e) demonstrate respect for te reo Māori me nga tikanga-a-iwi in their practice |
| c) build effective relationships with their learners |

Standard 7: Graduating Teachers are committed members of the profession

| a) uphold the ECNZ Code of Ethics/Nga Tikanga Matatika | c) work co-operatively with those who share responsibility for the learning and wellbeing of learners |
| b) have knowledge and understanding of the ethical, professional and legal responsibilities of teachers | d) are able to articulate and justify an emerging personal, professional philosophy of teaching and learning |

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pakeha alike. Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.