

Bachelor of Education (Teaching) Huarahi Māori

EDPRACM 304 PART A:

Noho-ā-kura 3

Te whakatairanga paetae mātauranga

Raising student achievement

Pouako Pīrere Student Teacher:	
Pouhāpai Associate Teacher:	
Kura Practicum School:	
Reanga Year Level:	

EDPRACM 304 PART A	Rāhina	Rātu	Rāapa	Rāpare	Rāmere	<p>Use this calendar to shade your first 15 days of Term 1, 2023 at your school.</p> <p>i. Teacher Only Days (TODs) Note the date/s for TODs. You must attend TODs unless advised not to by your school.</p> <p>ii. Kia mōhio mai: TODs do not count as one of your 15 days on practicum for Part A. <i>Te Rā Huritau o Tāmaki-makaurau (Anniversary Day)</i>, or <i>Te Rā o Waitangi (Waitangi Day)</i> also do not count as one of your 15 days on practicum for Part A.</p>
Taenga atu ki ngā rā ngaio mō ngā Pouako anake <i>TODs Attendance</i>	22	23	24	25	26	
Wiki o te 29 o Kohitātea <i>Week beginning 29 January</i>	29 <i>Te Rā Huritau o Tāmaki makaurau</i>	30	31	01	02	
Wiki o te 05 o Huitanguru <i>Week beginning 5 February</i>	05 <i>Te hararei mō te Rā o Waitangi</i>	06 <i>Te Rā o Waitangi</i>	07	08	09	
Wiki o te 12 o Huitanguru <i>Week beginning 12 February</i>	12	13	14	15	16	
Wiki o te 19 o Huitanguru <i>Week beginning 19 February</i>	19	20	21	22	23	
Wiki o te 26 o Huitanguru <i>Week beginning 26 February</i>	26	27	28	29	01	

Ngā whakapā noho-ā-kura	
Faculty of Education and Social Work Contacts	
Tāmaki-makaurau Campus	Phone: (09) 623 8899
Hēmi Dale: Kaikōtuitui Practicum Coordinator EDPRACM 304	Ext 48985 Email: hemi.dale@auckland.ac.nz
Shima Mozafarian: Practicum Manager (Administration)	Ext 48781 Email: s.mozafarian@auckland.ac.nz
Selina Gukibau: Practicum Placement Coordinator	Ext 48452 Email: selina.gukibau@auckland.ac.nz
Te Tai Tokerau Campus, Whangarei	Phone: (09) 470 1000
Maia Hetaraka: Director – Te Tai Tokerau	Ext 47050 Email: m.hetaraka@auckland.ac.nz
Yvette Meara: Practicum Manager (Administration)	Email: yvette.meara@auckland.ac.nz
Sharna McKenzie: Practicum Coordinator – Te Tai Tokerau	Ext 47020 Email: sharna.mckenzie@auckland.ac.nz

He Whakamōhio Whānui mā te Pouhāpai me te Pouako Pīrere

Information for Associate Teachers and Student Teachers:

- EDPRACM 304 Part A is a 15-day non-assessed school placement which will be followed by an eight-week assessed practicum, EDPRACM 304 Part B, comprising three weeks in the latter part of Term 2 (**17 June – 5 July**) and then a further five weeks in Term 3 and Term 4 (**23-27 September and 14 October-8 November**). Student teachers will remain with the same class for both parts of this placement.
- While EDPRACM 304 Part A has no formal summative assessment on-going explicit, formative discussions with the associate teacher are essential to the student teacher's ability to review their own progress.
- During Part A, student teachers are expected to demonstrate responsibility for their own professional learning and to support their associate teacher whose first responsibility is to their class and school commitments.
- Student teachers should use all opportunities to interact with children and become fully involved in class and school programmes.
- Student teachers should be encouraged to observe carefully and to reflect on and discuss what they have seen, heard, and experienced.

Ngā Aho Matua o te Noho-ā-kura:

Practicum Themes:

Four themes have been identified as critical to student teacher development and feature during each of their practicum placements:

1. Te hanga hononga ngaio (tae atu ki te whakawhitiwhitinga kōrero whaihua)
Forming professional relationships (including effective communication)
2. Te arotahi ki te ako e whaihua ana
Focusing on purposeful teaching and learning
3. Te kawē i te tūranga hei pouako ngaio i Aotearoa
Being a professional teacher in Aotearoa New Zealand
4. Te whakaatu māramatanga ki te pīroiroitanga o te tūranga o te pouako i roto i te horopaki mātauranga
Understanding the complexity of the teacher's role and the educational context

Te Pūtake o EDPRACM 304 A:

Purpose of EDPRACM 304 Part A:

- to explore the roles and responsibilities of a teacher within the class, syndicate/team, school and community
- to gain first-hand experience of what happens at the start of a school year
- to lay the foundation for the subsequent Part B (assessed) component of the practicum
 - IRIS Connect is a video tool that will support reflection in practice
 - Students will be encouraged to look for a puzzle of practice that they can inquire into, in part B of EDPRACM 304

Ngā Whakaritenga ā-tuhi mō EDPRACM 304 A:

Documentation requirements for EDPRACM 304 A:

- Questions related to the themes and purpose will help direct student teachers' observations, thinking and discussions in relation to the required tasks
- Documented evidence of task completion will be required
- Digital practicum files should be organised, accessible and maintained outside of school hours
- Files will be checked during student teachers' on-campus day
- Whāia a kounga kua ko rahi anake - Aim for quality rather than quantity

Ngā Whakahokinga Kōrero a te Pouhāpai ki te Pouako Pīrere:

Associate Teacher Feedback to Student Teachers:

Student teachers are encouraged to seek and act on feedback provided by their associate teacher during their school placement to support their developing understanding of, and confidence in, their role as a teacher.

Associate teachers – Please support your student teacher in identifying aspects of their practice to work on prior to and/or during their EDPRACM 304 Part B practicum. Near the conclusion of the 15-day placement, **associate teachers and student teachers are asked to discuss and co-construct comments on the electronic 'Completion Form' which is submitted to the FOEDSW Practicum Office via this link:** <https://www.forms.auckland.ac.nz/en/student/education-and-social-work/edpracm-304-noho-completion-form.html>.

A copy of the completion form is automatically emailed to both the associate teacher and student teacher.

**NGĀ MAHI KIA MĀTUA OTI I TE POUAKO PĪRERE
STUDENT TEACHER REQUIRED TASKS:**

Kaupapa 1: Te hanga hononga ngaio (tae atu ki te whakawhitiwhitinga kōrero whaihua)

Theme 1: Forming professional relationships (including effective communication)

1a. Mātakitaki - Observe the ways in which your associate teacher establishes and builds rapport and relationships with the learners both within and beyond the classroom.

- What do you notice about the specific ways in which your associate teacher approaches relationship building with learners at the start of the school year?
- Discuss your documented notes with your associate teacher.

1b. Pāhekoheko - Interact with the children in your class before school, during breaks and seek opportunities to engage with them in the classroom to support their learning.

- Seek, record and action feedback from your associate about the effectiveness of your relationship building with learners.
- How effective have your actions been in relation to relationship building with individual children?
- What further actions will you take to strengthen your relationships?
- Identify and note specific, measurable, achievable goals to enhance your relationships.

1c. Tautohu - Identify the actions you have taken to ensure that you are establishing professional relationships with your associate teacher, other teachers, parents/whānau and the wider community.

- How effective have your actions been in relation to relationship building with each individual/group?
- What further actions will you take to strengthen these relationships?
- Identify and note specific, measurable, achievable goals to enhance these relationships.

Ētahi momo tautoko e taea ana e te Pouhāpai

Suggestions re Associate Teacher actions:

Negotiate opportunities for your student teacher (ST) to meet the practicum requirements outlined in this booklet.

Discuss with your ST the effectiveness of the strategies you use to establish professional relationships.

Support your ST to gain an understanding of how a teacher establishes the learning environment at the beginning of a year.

Model quality teaching and learning practice re: effective interpersonal and communication skills.

Encourage your ST to reflect on and develop their collegial relationships.

Discuss with your ST the effectiveness of the strategies they use to establish professional relationships.

Kaupapa 2: Te arotahi ki te ako e whaihua ana

Theme 2: Focusing on purposeful teaching and learning

2a. Kimi mātātoa - Actively seek opportunities to gain an understanding of the children as learners – as you interact with them engage them in conversations about their learning.

- Identify, discuss with your associate teacher and note the range of needs that must be considered when focusing on purposeful teaching and learning for the children in this class.
- In consultation with your associate teacher, select FOUR children to observe closely.
- **Mātakitaki, matapaki me te tuhi - Observe, discuss and document:**
 - Deliberate acts of teaching (DATS) used by your associate teacher when working with these children
 - your own observation notes about each of the four children
 - assessment data from your associate teacher and material that you have collected and/or analysed about each of the four children
 - consider your engagement with the children. Is there a way that you could strengthen this engagement? Or strengthen the children's learning in some way? Discuss your ideas with your Associate Teacher.

2b. Tuhi - Write a CLASS DESCRIPTION.

The more you can consider individual children's needs, the more useful and connected to purposeful teaching and learning this class description will be.

- **To do this, the following information may need to be viewed, discussed, and recorded as appropriate:**
 - previous school/class records
 - How initial grouping of children occurs?
 - How is each curriculum area established at the beginning of the year?
 - i.e., Class/syndicate/school curriculum overviews/weekly timetabling
 - Approaches to planning in the school
 - School policies/procedures

2c. Matapaki - Discuss with your associate teacher possible ways of maintaining professional contact with the class between Parts A and B.

**This is not a requirement of practicum; however, some form of ongoing contact is encouraged.*

Ētahi momo tautoko e taea ana e te Pouhāpai

Suggestions re Associate Teacher actions:

Support your ST to notice and interpret student learning.

Provide opportunities and support for your ST to assess children's learning.

Model quality teaching and learning practice:

- demonstrating knowledge of how children learn,
- effective planning, student assessment.

Share your own Class Description with your ST once she/he has written and shared their version with you.

Discuss this information with your ST and provide them with access to these processes and policies.

Discuss a question that has arisen in your practice. How did you identify there was a gap or an opportunity to inquire into your practice? What process did you follow? How did it benefit your students?

<p>Kaupapa 3: Te kawē i te tūranga hei pouako ngaio i Aotearoa Theme 3: Being a professional teacher in Aotearoa New Zealand</p>	<p>Ētahi momo tautoko e taea ana e te Pouhāpai Suggestions re Associate Teacher actions:</p>		
<p>3a. In what ways are you demonstrating what it is to be a professional teacher in Aotearoa NZ?</p> <p>➤ Tautohu me te arotake - Identify and evaluate the actions you have taken in relation to:</p> <ul style="list-style-type: none"> - the establishment of your own teacher persona in the class/school - the ways you have contributed to classroom and school life - your readiness for full-class responsibility <p>3b. Whakaaroaro - Reflect on and discuss with your AT those 'professional learning steps' which you consider are necessary to support your preparation for full-class responsibility during Part B of your placement</p> <p>➤ Summarise key learning steps emerging from your discussions.</p> <p>3c. Whakaaro me te tuhi - Consider and note three or four of your emerging beliefs about how learners learn best.</p> <p>➤ Be prepared to discuss teaching actions you would need to take to support these beliefs during your on-campus day.</p>	<p>Ask your ST to share their 'Reflective Summary' from EDPRACM 204.</p> <p>Encourage and support your ST to engage in professional discussions about professional practice and identify and enact 'next steps' in professional learning.</p> <p>Question your ST to assist them to clarify their emerging beliefs about learners/learning and to identify supporting actions.</p> <p>Provide feedback/feed-forward orally and in writing, where possible.</p>		
<p>Kaupapa 4: Te mārama ki te pīroiroitanga o te tūranga o te pouako i roto i te horopaki mātauranga Theme 4: Understanding the complexity of the teacher's role and the educational context</p>	<p>Ētahi mahi e taea ana e te Pouhāpai Suggestions re Associate Teacher actions:</p>		
<p>4a. What contextual factors do you need to consider and respond to in a school at the beginning of the year? Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to understand:</p> <ul style="list-style-type: none"> - What is expected of a teacher at the beginning of a year? - What do teachers do? How do they do it? - Why do they do what they do? <p>➤ Tautohu, matapaki me te tuhi - Identify, discuss, and document your own notes in response to these questions to demonstrate your understanding of the complexity of the teacher's role at the beginning of the year.</p> <p>4b. What contextual factors do you need to consider and respond to in this classroom/ unit/ school? Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to understand the educational context for this class at this school:</p> <p>➤ Tautohu, matapaki me te tuhi - Identify, discuss and document your own notes in relation to:</p> <ul style="list-style-type: none"> - the unique features and programmes operating within this school - social, cultural, and political factors which impact on the teacher's role as a professional in this school context 	<p>Discuss with your ST the expectations of a junior colleague working in your school context.</p> <p>Encourage your ST to identify, discuss and critically reflect on the complexity of the teacher's role.</p> <p>Provide feedback/ feed-forward orally and in writing, where possible.</p> <p>Question your ST about:</p> <ul style="list-style-type: none"> - what they have noticed about the features of your school and the programmes operating within it. - the social, cultural, and political factors that influence the work of teachers in this school. 		
<p>Documentation Check:</p>	<p>Tick completed tasks</p>		
<p>Kaupapa 1: Te hononga ngaio Theme 1: Professional relationships</p>	<p>1a</p>	<p>1b</p>	<p>1c</p>
<p>Kaupapa 2: Te ako e whaihua ana Theme 2: Purposeful teaching & learning</p>	<p>2a</p>	<p>2b</p>	<p>2c</p>
<p>Kaupapa 3: Te pouako ngaio i Aotearoa Theme 3: Being a professional teacher</p>	<p>3a</p>	<p>3b</p>	<p>3c</p>
<p>Kaupapa 4: Te mārama ki te pīroiroitanga o te tūranga o te pouako Theme 4: Understanding the complexity of the teacher's role</p>	<p>4a</p>	<p>4b</p>	

Kupu Māori	Kupu Pākehā
ā hinengaro	cognitive
ā ngākau	emotional, affective = ā kare-ā-roto
ā tinana	physical = kikokiko
ako auaki	self-directed learning
akoranga ngaio	professional development
anga marautanga	curriculum framework
angitu	successful
ārai whatitata	risk management
aratohu	guideline
aratohu mātauranga o te motu	national educational guidelines
ariā	theory
aro(hia)	pay attention to, take note or heed of
aroā(tia)	comprehend
arohaehae(tia)	critique
arokā	aware
aromātai	evaluate
aromatawai takitoru	triadic assessment process
aromatawai tōmua	pre-assessment
aromatawai whakawhanake	formative assessment
aromatawai-ā-kōeke	summative assessment
aronga	aspect/disposition/attend to
arotahi	focus
aroturuki	monitor
ataata-rongo	audio-visual
auau	regular/consistent/frequent
haepapa	responsibility
hapori	community
hauātanga	disability
haumarū	safe
hihiko rāroto	intrinsic motivation
hihiko rāwaho	extrinsic motivation
horopaki	context
horopaki whāiti (ā-akomanga, ā-kura, ā-hapori)	micro
horopaki whānui (ā-motu, ā-ao)	macro
hōtaka	programme
iho	essence
ira tangata	gender
kaingākau	interest(ed)
kaingākautanga	interest, hobby
kaupapa here	policy
kiritau	self-esteem
kōeke	grade
kōeke ohaoha-pāpori	decile level
kōnae noho ā-kura	practicum folder
kounga	quality
kōwae ako	course, unit of work
kōwhiri(a)	choose
kōwhiringa	option
mahere ārai whatitata	risk management plan
maiki	incident (misfortune)
mākohakoha	open-minded
marautanga	curriculum
mātai	examine
mātakitakitanga	observation
mātakitakitanga kua āta whakaritea	planned observation
matapaki	discuss
matapaki ngaio	professional discussion
mātātaki	challenge
matatapu	confidential
matatika	moral, ethics
mātātoa	active
matawaenga	dilemma

matea ako	learning need
mātoro	visit
mauritau	rapport (pai)
mōkito	minimum
mōrahi	maximum
ngaio	professional
ngaiotanga	professionalism
ngohe	activity
noho-ā-kura	practicum
ōhanga	economy
ohaoha	economic
ohaoha-pāpori	socio-economic = oha-pori
ōkawa	formal
ōpaki	informal
oro	sound
orotau	understand
paearu angitu	success criteria
paerewa pouako paetae	graduating teacher standard
paetae	achievement
pāhekoheko	interaction
paihere	unifying
pakeke	complex
pākiki	curious
pakirehua	inquiry
pakirehua pouako	teacher inquiry
pānga	relationship
pānui ripiripi(tia)	skim read = pānui hārau(tia)
pānui arahanga	guided reading
papa taunaki	evidence base
pāpāho	media
pāpori	social
pārekareka	interesting = whakaihihi = whai ihihi
poari whakahaere o te kura	school board of trustees
porihanga	society
pouako	teacher
pouako pīrere	student teacher
pouhāpai	associate teacher (AT)
poutoro	visiting professional supervisor (PS)
pūnaha	system
pūnahanaha	systematic
puoro	music
putanga ako	learning outcome
putanga iho	outcome, consequence
pūtoi ako	pedagogy
pūtoi ako whaihua	effective pedagogy
raraunga	data
rautaki	strategy
rautaki whakahaere whanonga	behaviour management strategy
taiao ako	learning environment
taipitopito	detail
takitaro	provisional
takune	intended, intention
tāpua	significant
tātari	analyse
tauākī	statement
tauākī tūtohinga	charter statement
taunaki	evidence
taunekeneke	dynamic
tautake	philosophy
tāuteutetanga	engagement
tautohu	identify = tāutu
tauwhāiti	specific
tauwhānui	general
Te Matatū o Aotearoa	Teaching Council of Aotearoa-New Zealand
te reo matatini	literacy

tīpako(na/hia)	select
toiora	well-being = waiora
toitū	maintain = whakapūmau
tōkeke	equity
tōrangapū	political
torotoro	explore
tūāhua	event
tuakiri	identity
tūhura	investigate = whakatewhatewha
tukanga	process
tukunga iho	consequence
tumuaki	principal
tumuaki tuarua	deputy principal
tūranga ohapori	socio-economic status
tūtohinga kura	school charter
uara	values
urupare	respond, response
urutau	adapt
wāhanga ako	learning area
wahapū	articulate
waiora	well-being = toiora
wairua	spiritual
wetewete(kina)	deconstruct
whaiaro	personal
whaihua	effective
whāinga ako	learning intention
whāinga ngaio	professional goal
whakaangaanga	confront (i.e., to debate with oneself)
whakaaroaro(tia)	reflect, ponder upon (vt)
whakaawe(a/tia/ngia)	influence (vt)
whakaharatau whakaako	teaching practice
whakahihiko	motivate
whakahokinga kōrero ā tuhi	written feedback
whakahokinga kōrero ā waha	verbal feedback
whakaihihi = whai ihiihi	interesting = pārekareka
whakamahere(tia)	plan (vt)
whakamōkito(tia)	minimise
whakamōrahi(tia)	maximise
whakanikoniko	enhance
whakapae	allege, hypothesise
whakaraupapa(tia)	sequence
whakarite mahere	plan
whakarite whāinga	goal setting
whakatairanga(tia)	promote
whakatau ngaio	professional judgement
whakataupua(tia)	put in time-out
whakatāuteute(tia)	engage
whakatenatena(tia)	encourage
whakatewhatewha	investigate = tūhura
whakatītina(tia)	foster (vt)
whakaū(ngia)	reinforce (vt)
whakawhitiwhiti whakaaro	communicate
whanonga	behaviour
whanonga ako	learning behaviour
wheako	experience
whenu	strand