Graduate Diploma in Teaching (Primary)
2024 Practicum Handbook

EDPRAC 615 and EDPRAC 616: Professional Practice

CONTENTS

KEY PERSONNEL

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

At the Faculty:

Practicum Office	• First point of reference for all inquiries relating to practicum placement • Negotiates all school placements • Prepares, distributes, collects and files all documents and correspondence relating to practicum.
Practicum Leader	• Liaises with school coordinators, professional supervisors and students regarding placement queries. • Available to discuss any problems or concerns relating to practicum
Course Director	• Liaises with lecturing staff and coordinates schools to develop appropriate programmes for all student teachers • Overviews all school placements • Makes final decisions with regard to practicum and assessment matters.
Professional Supervisor	• Provides guidance for students on expectations for practicum • Reports on student performance on practicum
Course Lecturer	• Teaches relevant content regarding expectations and practicum knowledge. • Provides support and general advice and guidance regarding practicum.

In Schools:

Principal	• Gives authority for all student teacher placements in the school (often delegated to the co-ordinator).
School Coordinator	• Liaises with associate teachers and the Faculty to prepare timetables. • Introduces student teachers to the school. • Provides general support and advice.
Associate Teacher/Mentor	• Works directly with the student teacher in the classroom. • Introduces student teachers to the appropriate teaching teams. • Provides more specific support and advice.

PROGRAMME CONTACTS

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Practicum Office: Room 105, Level 1, Building 212, 12 Symonds Street **Practicum Placement Coordinator** Selina Gukibau **Practicum Manager** Shima Mozafarian	foed-practicumteam@auckland.ac.nz Email: selina.gukibau@auckland.ac.nz DDI: +64 9 922 8781 Email: s.mozafarian@auckland.ac.nz Phone: +64 9 373 7599 Ext 48781
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Code & Title: EDPRAC 615 and EDPRAC 616 Professional Practice

EDPRAC 615: 15 points

EDPRAC 616: 15 points

Calendar Prescription: EDPRAC 615 and EDPRAC 616 use an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whānau in complex environments.

Restrictions: *EDPRAC 600, EDPRAC 607, EDPRAC 698, EDPRAC 611, EDPRAC 621, EDPRAC 622*

Learning Outcomes:

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

The above outcomes are addressed at various times during designated practica. They are addressed developmentally and incrementally. Students will be expected to refine teaching during each practicum as they develop their skills, knowledge and practice over time working toward developing the Key Teaching Tasks to a level of independence (see appendix).

Content: The content is linked to your practice contexts. You will be placed in two different schools during the year. There are a total of three practica during the year. Students are expected to synthesise their curriculum knowledge from their programme courses during their teaching practice.

AIMS OF PRACTICUM

All student teachers are required to complete sustained supervised observation and teaching in contrasting schools. The main aims of practicum are for student teachers to:
- gain an understanding of the depth, complexity and constraints of school environments;
- recognise and apply the on-campus learning in a school environment;
- connect their experiences in school settings to their academic studies;
- practise and receive feedback regarding their teaching performance;
- consider and reflect on their own professional practice (teaching).

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

Specific learning outcomes, designed to reflect the developmental nature of teacher education, have been set for practicum:
1. Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whānau, colleagues, and the wider community.
2. Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.
3. Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with *The Standards*.
4. Use digital technologies to foster and enhance collaboration.

Assessment

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

- Collaborative Student Teacher, Associate teacher and Professional supervisor report
- Attendance and engagement in practicum
- Evidence collated in your digital practicum folder

2024 EDPRAC 615 and EDPRAC 616 PRACTICUM DATES

	Summer School/Semester One	
	Face – to -Face	**Online**
January		
February	5 – 23 February EDPRAC 615 – School 1 Practicum One	5 – 23 February EDPRAC 615 – School 1 Practicum One
March		
April		
	Mid-Semester Break 15-26 April	
May	Wed Thu	Two days per week
	Wed Thu	Two days per week
	Wed Thu	Two days per week
	Study Week 20-24 May	
June	27 May – 5 July EDPRAC 615 – School 1 Practicum Two (including assessment week)	27 May – 5 July EDPRAC 615 – School 1 Practicum Two (including assessment week)
July		
	Inter-Semester Break 1 July – 12 July	
	Semester Two	
July		
August		
	Study Week 26-30 August	
September	Wed Thu – School 2	Two days per week – School 2
	Wed Thu	Two days per week
	Wed Thu	Two days per week
	Wed Thu	Two days per week
October	Mid-Semester break 30 September – 11 October	
	14 October -29 November EDPRAC 616 – School 2 Practicum Three (including assessment week)	14 October -29 November EDPRAC 616 – School 2 Practicum Three (including assessment week)
November		

Expectations of Student Teachers

Minimum expectations of student teachers on all practicum experiences

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

Note: the Faculty of Education and Social Work reserves the right to not allow student teachers to go on practicum if their absences from campus-based learning or online courses prior to practicum means they would not be adequately prepared.

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.
- Sexual/other harassment.
- Physical contact with pupils.
- Giving comfort and first aid to pupils.
- School discipline systems/processes.
- General professional practice/conduct.
- Social media
- Taking photo and video images in the school environment.

Procedures regarding use of: phone, internet, fax, photocopier, computers, library, staffroom and any other relevant school facilities need to be checked at the start of the practicum. Students need

to ask their school co-ordinator about key protocols and procedures.

Communication with Appropriate Personnel

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

Maintaining Documentation: The Digital Practicum Folder

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

Key Points

- The folder is a professional public document. Associate Teachers, Professional Supervisors, the school Principal/DP and School Co-ordinator *have access to this folder during the practicum at all times.* The practicum folder should be made available to each Associate Teacher so that they can monitor progress and provide feedback where necessary.
- The folder should be organised logically and each folder/file clearly named. You may want to create a document to act as a contents page for ease of access and to help ensure you don't miss any important content.   These files need to be kept up to date, and can include photos/scans of handwritten notes or drawings. Quality rather than quantity should guide documentation.
  See appendix one for more details.

Professionalism

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

As a student teacher, are bound by the Teaching Council of Aotearoa New Zealand's *Code of Professional Responsibility*. The link below takes you to a Teaching Council of Aotearoa New Zealand document that spells out the behaviours that honour the code and those that don't.
https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf

Refer also to the **Minimum expectations on practicum** above, for what this means as a student

teacher on practicum.

a) Maintain professional distance from students, which means '**Safe interaction with Students'** *(extract from PPTA booklet, 2021)*:

Behaviours which put teachers at risk
The following situations put teachers at risk and represent unacceptable behaviour either in or out of school:

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

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

To access the full brochure, go to: https://www.ppta.org.nz/publication-library/document/136

ASSESSMENT

Practicum Assessment: Requirements and Processes

A.   General On-going Assessment Responsibilities

Student teachers (ST) are to take responsibility for completing the requirements and document this as evidence in their digital practicum folders.

Associate teachers (AT) need to give student teachers regular written feedback over the course of the practicum regarding student's professional **attributes, communication** and **relationships** and their meeting of each of the Key Teaching Tasks and Learning Outcomes.

Professional Supervisors (PS) will schedule an initial meeting with students as a group. They will monitor student progress, check digital practicum folders and assist students with filling in the self-assessment components of their practicum reports. In Practicum Two (615) and Practicum Three (616) PSs will observe students teaching for up to 30-40 minutes in the later part of the practicum. IRIS connect will be used to support the assessment observation.

B.   Guidelines for Completing Assessment Reports

The Assessment Report

This is a collaborative document. All three parties involved in the practicum: Associate Teacher, Student Teacher and Professional Supervisor, take responsibility for a written component of the assessment on the report.

These reports take into account the evidence provided in the digital practicum folder, evidence of teaching; and from practica two and three, a 30-40 minute observation by the PS of the student teaching, and a professional conversation between the ST, AT and PS near the end of the practicum.

Practicum Two EDPRAC 615 and Practicum Three EDPRAC 616:

Student Teacher:

Part 1

- Mark one of the boxes for each KTT. **Review Practicum Handbook appendix** for elaboration on what each level looks like.
- Use the comment box to add *concrete and specific* comments that demonstrate your accomplishments. These statements should be linked to evidence in the digital folder where possible. Evidence consists of documented daily journaling, observations, reflections, lessons taken and evaluated, written feedback from associate teachers and feedback from children.

Part 2

- Make notes on the feedback from your professional discussion with your PS and AT
- Synthesise your learning achievements
- Articulate what the next steps towards your development as a teacher will be
- Upload completed report (see PS part 4) to CANVAS

Associate Teacher:

Part 1

- Mark one of the boxes for each KTT (see note above). Review Practicum Handbook appendix for elaboration on what each level looks like. ATs are not expected to add comments in this section.

Part 3
- Tally KTT evaluation from part one to indicate students' progress with LOs. eg LO 3: developing 3/4 Independent 1/4.
- Add general comments regarding the student's strengths and areas for improvement
- Sign and share with the school coordinator to sign also.

School Co-ordinator:
Part 3
- After AT has completed relevant parts, sign-off and date report.

Professional Supervisor:
Part 4
- Consider the spread of achievement level for each LO, and assess whether any 'beginning' or 'of concern' KTTs should be held over.
- Taking into consideration the students overall achievement in each LO, assess when areas 'of concern' will result in not achieved for that LO.
- An evaluation of not achieved for any LO will result in failure of the practicum.
- A moderation meeting will be held to ensure consistency of PS evaluation decisions.
- Sign and convert the report to PDF using the following naming convention for files and subject of email: EDPRAC 615B PS Report student full name [student UPI]
- Send the report to the practicum office and to the student (and cc the SC and AT) foed-practicumteam@auckland.ac.nz

Summative Assessment: Practicum Grading Procedures

An Overview of the processes

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

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

Key Teaching Tasks Withheld/Not Achieved (NA)
Key Teaching Tasks held over are available for Practicum 1 and 2 only. It may be granted when one or two Key Teaching Tasks are not achieved and the assessment processes have indicated that the

student teacher be given the opportunity to complete these with extra practicum days or during the subsequent practicum placement.

The granting of this Key Teaching Task being withheld needs to be confirmed by the Practicum Leader in consultation with the student teacher and the visiting Professional Supervisor during a practicum review process.

Fail

This will be given when the assessment process indicates that a full re-sit of the practicum course is required. This will be confirmed by the Practicum Leader and Programme Director.

IMPORTANT POLICIES FOR SCHOOL and ASSOCIATE TEACHERS

Expectations of Schools and Associate Teachers

Access and Explanation of Documentation

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

Support with Planning

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

Formative Assessment

Feedback and feed forward in both *oral and written* from ATs is pivotal to supporting STs in the initial stage of their practice. Written feedback needs to be discussed briefly and *students need to initial and date feedback sheets discussed.*

Professional Responsibilities

While on practicum, *STs 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, STs 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 STs to take charge of children away from the school grounds (e.g. a sports team, class outing). When this happens, ST have a clear duty to exercise care and

supervision to the standard of care of a responsible parent. In such cases the ultimate responsibility lies with the Board of Trustees through the class teacher and school Principal.

Issues of Concern

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

Practicum Two and Three Summative Assessment

Prior to the *Professional Conversation*, ATs should fill in the assessment report provisionally.

- Share and discuss the report with the student teacher two days before the Professional Conversation occurs. This will help ensure that the Professional Conversation is a 'no surprises' conversation for the ST.
- The AT and ST should **read** each other's responses after completing this pre-visit discussion.
- In the last week of the practicum complete the appropriate sign offs.

Key Faculty of Education and Social work Policies

Use of Student Teachers for Relief Teaching

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

Student Teacher Involvement in Camps and Field Trips

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

Student teachers are encouraged to undertake such experiences, provided:

a) permission has been granted by the Director Graduate Diploma of Teaching (Primary);
b) it forms an integral part of the curriculum of the class with which the student teacher has been associated;
c) the student teacher gains at least as much practice teaching during the special programme as would have been gained had they been attached to other classes remaining at the school;
d) that this experience is observed, commented on and reported by ATs in the usual way;
e) that the preservice teacher does not assume the responsibilities of a member of the school staff or of a school supporting "adult" in terms of required student-to-adult ratio;
f) costs of travel and accommodation involved are not a charge on the Faculty of Education

and Social Work or the ST; legal and safety requirements are met by the proposed activity.

Students Failing to meet professional expectations

At times a ST may fail to understand the role of the teacher and their behaviour fails to meet professional expectations. This may often be difficult to articulate particularly in written form. However, this should not impede notification of any concern. A concern needs to be articulated as soon as it becomes evident. The SC should be notified in the first instance. If the concern requires clarification or is of a serious nature the PS should then be contacted, and then the Practicum Leader.

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

Guidelines

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

Step 2: Articulating concern(s) to the student and other school professionals
First notify your SC or Deputy Principal of your concerns. Then inform the ST about your concern regarding their progress and advise that steps need to be taken to address this. Following the discussion, document the concerns and formulate an agreed written plan of action to guide their progress in the area of concern, providing an opportunity to evaluate their practice and consider how to work towards success. All documentation should be dated and signed by both the AT and ST. It is advised that the SC be given a copy to be filed.

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

Step 4: Documenting Student Progress

The AT needs to give regular oral and written feedback to the student. Other senior staff in the school may also make an observation and give feedback and feed forward to the student when appropriate.

Step 5: Liaising with the Practicum Leader
The SC and/or PS should communicate the concerns with the Practicum Leader and forward a copy of the documentation if the concerns raised indicate an early fail, if the student is not able to progress, or an early intervention is deemed necessary.

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FACULTY OF EDUCATION AND SOCIAL WORK POLICIES RELATED TO STUDENTS ON PRACTICUM

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It is important that you understand these policies as they apply to all practica for all Faculty of Education student teachers.

Student Teachers' Leave During Practicum

A major requirement of your Faculty of Education and Social Work programme is the **completion of a minimum of 80 days of practicum** as determined by the Teaching Council of Aotearoa New Zealand. If you are absent from practicum for a number of days, even when fully justified by evidence, you may be required to do an additional practicum or make up the missed days at a later time.

Practicum requires your presence in schools for the **whole teaching day.** Schools are advised of this requirement. Where you know in advance of any reason why you may be unable to meet this requirement, you need to apply for [leave from the practicum](). In the case of unanticipated leave during practicum (e.g. sick leave, tangihanga/bereavement leave) student teachers must notify your SC, AT, PS and the Practicum Leader as far in advance as possible.

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

Managing a Disability

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

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

APPENDICES

Appendix One:	Guidelines for Digital Practicum Folder Organisation
Appendix Two:	Smyth's Model of Critical Reflection
Appendix Three:	Dispositions to Consider
Appendix Four:	Standards for the Teaching Profession (The Standards)
Appendix Five:	LO's Criteria and Example Indicators
Appendix Six:	Key Teaching Tasks
Appendix Seven:	Issues of Concern Procedures and Form
Appendix Eight:	Basic Planning Template
Appendix Nine:	Generic Planning Template
Appendix Ten:	Observation Template
Appendix Eleven:	Weekly Timetable

Appendix One: Guidelines for Digital Practicum Folder Organisation

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

The following is a *guideline* for organising the digital practicum folder with relevant sub-folders. 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.

1. **General Information**
- Weekly organiser
- School policies
- Principal's discussion
- Curriculum and associated documents

2. **Classroom setting**
- Class Timetable (weekly or daily)
- Class Overviews (e.g. term plans)
- Classroom organisation, layout and features, routines, procedures
- School planning

3. **Practicum requirements**
- Observations
- Goals
- Critical Reflections
- Feedback

4. **Teaching**
- Prepared teaching plans (including evaluation of learning/teaching)
- Reflective practice
- Records of incidental teaching
- Samples of children's work

5. **Commitment TOW**
- Reflections and planning on using te reo
- Local Iwi information

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.

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

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 Our Code, Our Standards). These standards are informed by specific dispositions. Teachers operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kōhanga 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, they had behaved in a way that was seriously unethical.

Appendix Four: Standards for the Teaching Profession

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

Standard	Elaboration of the standard
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	• Engage in reciprocal, collaborative learning-focused relationships with: - Learners, families and whanau - Teaching colleagues, support staff and other professionals - Agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.
Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.

Appendix Five: Learning Outcomes Criteria and Example Indicators

Indicator or examples	Related KTT (see Appendix 6)
Learning Outcome 1: Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.	
- Conversations during classroom time focus on learning. - Effective professional relationships: children approach student teacher for learning and other assistance. - Communicates with children in an assertive but friendly manner. - Communication for learning guides children to seek own 'answers'. - Sets clear guidelines and boundaries - Communication with children is calmly assertive but friendly. - Explanations and instructions are clear and concise. - Children are asked to give feedback on lessons.	Key Task 8 Key Task 9
- Observations contain relevant data: date, time, children, curriculum area, learning intentions, and focus question. - Spends time in playground interacting professionally with children. - Talks to children before/after school and gains knowledge about their interests and backgrounds. - Uses knowledge of children and their backgrounds and interests to engage them in learning. - Children approach student teacher for assistance. - Communication focuses on the positive. - Children's viewpoints and understandings are sought to gain their perspectives. - Seats children so all can participate in learning. - Learns children's names quickly. - Interactions with children are reflected upon.	Key Task 8 Key Task 11 Key Task 12 Key Task 13
- Asks teacher questions about areas of practice to clarify understandings. - Supports teacher's classroom practices and rules when working with children. - Accompanies staff on duty. - Attends staff and syndicate meetings. - Communicates positively and professionally with non-teaching staff. - Takes initiative and helps out with e.g. distributing and preparing resources; children requiring individual help; lining up children after lunch.	Key Task 8 Key Task 13
- Uses simple te reo instructions throughout daily classroom instruction and teaching - Books and other literature read to or used by children contain words and/or concepts in Te Reo Māori. - Basic words in Te Reo taught explicitly to children, e.g. days of week, counting, place names, topic vocabulary, and curriculum vocabulary. - Uses basic words and phrases in Reo in daily instructions and classroom conversations. - Invites children with Te Reo competency to be co- teachers in this area. - Te Reo and tikanga Māori is incorporated into the classroom programme.	Key Task 12 Key Task 13

Indicator or examples	Related KTT (see Appendix 6)
Learning Outcome 2: Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.	
• Observations contain relevant data: date, time, children, curriculum area, learning intentions. • Observations are analysed to generate new understandings and questions. • Uses knowledge of children and their backgrounds and interests to engage in and foster learning. • Children's view points and understandings are sought to gain their perspectives. • Amends teaching to respond to children's learning pace. • New ideas emerging from observations are 'tested' in practice and evaluated.	Key Task 1 Key Tasks 3-7
• identifies an individual learning needs for a student and discusses/plans to cater for this with the Associate teacher • Observations start with a question or problem to ensure focus. • Selected questions/observations are used as a focal point for critical reflection • Own lesson is taped and analysed.	Key Task 1 Key Tasks 3-7
• Consider why, when and how teachers use dialogue in the classroom. • Consider key questions that will inform lesson progression.	Key Tasks 2-7
• Observes a number of teaching strategies and discusses strategies with associate teacher. • Integrates varied teaching approaches and learning experience into planning. • Considers social and emotional skills required of children and teachers to build a community of learning.	Key Task 1 Key Tasks 3-7
• Learning outcomes, learning activities and assessment are linked. • Reflections focus on aspects of professional practice that are puzzling, e.g. the importance of routine. • Reflections (oral and written) focus on own practice and challenge personal thinking and beliefs. • Lesson evaluations are evident as a means for ongoing consideration of future planning.	Key Task 1 Key Task 2 Key Task 4 Key Task 14
• Plans how student dialogue can be promoted in whole class and small group contexts. • Considers how children can demonstrate individual agency in the learning environment.	Key Tasks 2-5 Key Tasks 10-12 Key Task 14
• Planning is clearly linked to the New Zealand Curriculum. • Promotes student voice in daily practice.	Key Tasks 1-3

Indicator or examples	Related KTT (see Appendix 6)
• Respectfully incorporates children's cultural perspectives into day to day teaching. • Develops positive learning behaviours that help children maintain respectful relationships with others. • Explore the ways in which the school values and includes aspects of sustainability by caring for the environment and demonstrates a consideration for their relationship with place	Key Task 6 Key Task 11 Key Task 14
• Incorporated blooms taxonomy in a lesson plan • Refers to learning theory (e.g. Vygotsky) in a reflection • Reflections are centred on aspects of teaching that are puzzling, explore new understandings or professional practices e.g. the importance of routine. • Research is undertaken to clarify new findings.	All Key Tasks

Indicator or examples	**Related KTT** (see Appendix 6)
Learning Outcome 3: Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.	
• Discusses and questions the associate teacher about how Tapasā and Tātaiako inform classroom programme.	Key Task 1 Key Task 2 Key Task 3 Key Task 4
• Discusses and questions the Our Code our Standards with associate teacher	
• Reflections (oral and written) focus on own learning and development and inquire into and challenge own thinking and beliefs. • Questions are discussed with peers, associate teachers and/or staff members to clarify understandings.	
• Questioned principal/associate teacher about specific policy. • Is aware of and supports school's policies and practices; e.g. wearing a sun hat outside, ensuring children sit down to eat lunch. • Discussed school policy with associate teacher	

Indicator or examples	**Related KTT** (see Appendix 6)
Learning Outcome 4: Use digital technologies to foster and enhance collaboration.	
• Explores how digital tools are used to communicate information on children's learning to parents.	Key Task 1 Key Task 2 Key Task 3 Key Task 4
• Observations focus on the use of digital tools to enhance learning. • Use of IRIS connect to reflect on practice	
• Google Workspace is used to share planning, work collaboratively, and create and collate evidence of developing practice. • Use of IRIS connect to collaboratively reflect on practice	

Appendix Six: Key Teaching Tasks

Key Teaching Tasks Primary BEd and GradDip	Direct supervision (Beginning)	Indirect supervision (Developing)	Independent (Proficient)
1. Interprets assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci	Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths in current Literacy and Maths learning foci	With support, gathers and interprets assessment data, (including relevant norm referenced test results and recently gathered formative information) to identify ākonga learning needs/strengths in current literacy and maths learning foci	Discusses with colleague's own analysis of assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci
2. Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths	With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ākonga learning needs and strengths	Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths	Independently plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths
3. Develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga in learning	In consultation with mentor/associate teacher, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga	Under supervision, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga	Independently develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga
4. Organises the learning environment and resources to implement planned learning experiences	In consultation with mentor/associate teacher, organises the learning environment and resources to implement planned learning experiences	Under supervision, organises the learning environment and resources to implement planned learning experiences	Independently organises the learning environment and resources to implement planned learning experiences

5.	Adapts teaching and organisational strategies to meet ākonga needs within teaching sessions	Reflects on teaching sessions and mentor/associate teacher feedback to identify ways to adapt teaching and organisational strategies to meet ākonga needs in subsequent teaching sessions	At times, deviates from planning to adapt some teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this	Confidently adapts planned teaching and organisational strategies to meet ākonga needs within teaching sessions and explains how this supports ākonga learning
6.	Regularly engages ākonga in conversations about their learning using thoughtfully considered open questions	Provides time for ākonga to talk about their learning during and at the end of learning/teaching sessions	Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions	Plans for and regularly engages ākonga in conversations about their learning using thoughtfully considered open questions
7.	Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made	With support, reflects on the impact of own teaching actions on ākonga, acts on feedback to adjust practice where required and explains why changes are made	Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made	Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made
8.	Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships	Engages in conversations with ākonga and colleagues to develop positive relationships	Initiates conversations with ākonga, whanau and colleagues to develop positive relationships	Confidently initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships
9.	Gives clear, precise instructions appropriate to ākonga age/capabilities	Gives instructions that are generally clear and appropriate to ākonga age/capabilities	Gives clear instructions appropriate to ākonga age/capabilities	Consistently gives clear, precise instructions appropriate to ākonga age/capabilities
10.	Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning	In collaboration with the mentor/associate teacher, manages the rest of the class while working with individuals/small groups	With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga	Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged in purposeful learning

11.	Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context	With guidance, trials and refines positive management techniques appropriate for the ākonga and the context	Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context	Independently uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context
12.	Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme	With support, incorporates te reo me ngā tikanga Māori in the daily learning programme	Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme	Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme
13.	Knows and accurately pronounces ākonga names and is informed about ākonga home/ whanau/ cultural contexts	Knows and attempts to accurately pronounce ākonga names and learns about some aspects of ākonga home/ whanau/ cultural contexts	Knows and accurately pronounces ākonga names and inquiries about ākonga home/ whanau/ cultural contexts	Knows and accurately pronounces all ākonga names and takes initiative to become informed about ākonga home/ whanau/ cultural contexts
14.	Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/ environment	Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/ environment	Recognises ākonga cultural heritages by including some aspects of these in the learning programme/ environment	Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/ environment

Appendix Seven: Issues of Concern Procedures and Form

Issues of Concern

At times an associate teacher will find that despite regular constructive feedback, both oral and written, a student teacher in their 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 their 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 to be informed.

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

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

Step 1: Identifying a concern

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

Step 2: Articulating concern(s) to the student and other school professionals

Inform the student teacher that there are concerns about their progress and that steps need to be taken to address this. Also inform the school co-ordinator of the concerns. During discussion with the student, formulate an agreed plan of action on the *Issues of Concern Form* (see page 29) that the student can use to guide their progress in the area identified. The student and associate teacher both need to sign this form.

Step 3: Liaising with the Professional Supervisor

Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented. The professional supervisor will organise a visit to the school to hold a three-way discussion with the student and associate teacher. During this discussion the action plans to support the student to develop competency in the area designated 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 Professional Supervisor will observe the student in the classroom. This should be done on the day of the discussion visit or as close as possible to that time. The observation will be documented and copies given to both student and associate teacher.

Step 4: Documenting Student Progress

The associate teacher needs to give regular oral and written feedback to the student. If progress is not made a

second observation visit needs to be organised with the professional supervisor. Other senior staff in the school may also wish to make an observation and give feedback and feed forward to the student.

Step 5: Professional Conversation

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

Issues of Concern Form

School: **Date:**
Associate Teacher: **Student Teacher:**
Issues of Concern: (Please state and give indicators/examples where possible)
Actions and/or goals to be implemented: (Please state: what, when, where, how, who)
SIGNATURES **Associate Teacher:**   **Date:** **Student Teacher:**   **Date:**

Appendix Eight: Basic Planning Template

Lesson Plan Sheet   **Date:**
Learning Intentions (What do I want children to learn?) State briefly in one sentence.
What do I need to know about the children to support their learning?
What materials and resources will help children learn? List resources and materials needed. Check on the numbers in the group.
Learning Experiences **How will I help children to learn? How will I approach and implement this lesson? How long do I have?** Outline the steps you will take to teach the lesson. Next to each step write how long each segment will take (i.e. 90 seconds)
Assessment **How will I know whether children have learned and met the learning intentions?** Decide how you will check this during and/or at the end of the lesson.
How well did the lesson go? (**Evaluation** of <u>my</u> teaching in relation to children's learning). **What do I need to do next time to enhance children's learning?**

Appendix Nine: Generic Planning Template*

Topic:		
Learning Area: **Year Level:** **Duration:**	**Resources:**	**Key Competency/ies:**
Curriculum Level & Achievement Objective:		
Learning Intention(s):	**Key Concept(s):**	
Learning Sequence (including questioning):		**Assessment opportunities:**

You will need to modify this template depending on the learning area and whether you are using the NZC or Te Mātaiaho. For example, in science you will need to add 'science capabilities' and in social sciences-NZ histories you will need to include 'progress outcomes' and reference to UKD.

Appendix Ten: Observation Template

Date:	**Class/Group/Level:**
Curriculum Area(s):	**Content/Topic/ Key Competency/Skill:**
Time/Duration:	**Lesson Purpose/Intention:**

Observation Focus Question:

_____

The focus should be in the form of a question.

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

Key points observed and recorded in bullet points

Record any questions arising from observations

Key discussion points with Associate Teacher:

What this means for my future practice/inquiry:

Appendix Eleven: Weekly Planner

Personal Weekly Planner				Week:	
TIMES	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Morning Interval					
Lunch Time					
After 3pm School Commitments					