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FACULTY OF EDUCATION AND SOCIAL WORK

**Bachelor of Education
(Teaching) Huarahi Māori
Specialisation**

**Pukapuka Arataki
Practicum Brief**

**EDPRACM 100
Noho ā Kura 1**

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He Tirohanga Whānui ki ngā Kōwae Noho-ā-kura o Te Huarahi Māori Overview of Practicum Courses in the BEd (Tchg) Huarahi Māori

Year 1 - EDPRACM 100 (15 points)	A five-week assessed practicum - At least 1 day of full responsibility for the learning programme		
Year 2 - EDPRACM 204 (15 points)	A six-week assessed practicum - 8 days of full responsibility for the learning programme		
Year 3 - EDPRACM 304 (15 points)	Part A: A non-assessed three-week placement at the beginning of the school year	Part B Phase 1: A three-week 'Practicum Reconnaissance' to prepare for Part B Phase 2	Part B Phase 2: A five-week assessed practicum with 15-20 days of full responsibility for the learning programme

He kupu tīpoka mātuatua mā te pouako pīrere - Important notes for student teachers:

- **Attendance at on-campus days**
On-campus days are compulsory and are an important and integral part of preparing you for the practicum and your future as a professional teacher.
- **We reserve the right not to allow you a practicum placement where we determine that you are insufficiently prepared.**
This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise, student teachers must contact the practicum coordinator directly as soon as possible.
- **During practicum, student teachers must have their student ID cards with them at all times.**
- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exceptions.**
- **English Language Skills Assessment: DELNA Requirements**
All DELNA language requirements must be met prior to the final practicum placement. You will **not be eligible for your final practicum** if any aspects of your DELNA requirements are incomplete.

Te tiaki i te matatapatanga i te wā o te noho-ā-kura - Confidentiality during Practicum

During practicum placements, student teachers must preserve confidence at all times.

- Permission must be obtained to collect all records, including photographs and videos.
- Any records pertaining to the school, associate teacher, and children must remain confidential or anonymised.
- Our Code, Our Standards (Teaching Council of Aotearoa, 2017) applies to student teachers at all times.
- **Student teachers must refrain from posting comments about, photographs/video of, or materials relating to learners; parents/guardians and family/whānau; schools and their staff members; and faculty/professional supervisor/s on social or other media platforms.**

EDPRACM 100: He rārangi o ngā whakaritenga mā te pouako pīrere
Summary of student teacher requirements

Before EDPRACM 100, I have...

<ul style="list-style-type: none"> attended one EDPRACM 100 on-campus day 	1
<ul style="list-style-type: none"> read this Practicum Brief and I am familiar with the LOs (Putanga Ako) and the requirements for EDPRACM 100 	
<ul style="list-style-type: none"> organised my digital practicum file 	
<ul style="list-style-type: none"> emailed my pouhāpai (PH, associate teacher, AT) to confirm the dates for my practicum and shared the practicum brief 	AT email
<ul style="list-style-type: none"> emailed my poutoro (PT, professional supervisor, PS) to introduce myself 	PS email

During EDPRACM 100, I have...

<p>Observation Focus 1: Developing familiarity with classroom learning environment</p> <ul style="list-style-type: none"> documented information relating to classroom organisation/routines recorded details of the classroom learning environment discussed findings from observations and interactions with AT sought feedback about my communication and professional relationships 	
<p>Observation Focus 2: The teaching process in specific curriculum areas</p> <ul style="list-style-type: none"> documented, analysed, & discussed at least 4 observations of my AT's teaching 	1 2 3 4
<p>Observation Focus 3: Noticing, recognising and responding to children's learning</p> <ul style="list-style-type: none"> documented observations relating to children's learning (on at least 2 occasions) planned, taught, and evaluated follow-up lesson/s (at least 2) 	1 2 1 2
<p>Assessing, planning, teaching, evaluating:</p> <ul style="list-style-type: none"> planned, taught, and evaluated lesson sequences for groups of learners in Pāngarau, and Te Reo Matatini planned, taught, and evaluated a sequence of lessons with large group/class in at least one other learning area (Wāhanga Ako/Learning Area) evaluated own planning and teaching in discussion with AT; recorded evaluations on planning documented my own weekly planning (x5); filed copies of AT's plans 	Pāngarau Te Reo Matatini Tētahi atu wāhanga ako: _____ 1 2 3 4 5
<p>Discussions with principal and professional colleagues:</p> <ul style="list-style-type: none"> discussed with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher's role made and filed notes from these discussions 	Principal discussion AT discussions Discussions with colleagues
<p>Reflecting on personal practice:</p> <ul style="list-style-type: none"> reflected on one aspect of my classroom management using the professional reflection framework used IRIS connect to video and analyse my practice when reading/telling a story to the students and used this reflection to guide my next steps, detailed in my next steps document retained notes from reflective discussions with associate teacher 	1 1 2 3 4 5

Towards the end of EDPRACM 100, I have...

<ul style="list-style-type: none"> completed at least <u>one</u> day of full responsibility for the learning programme 	1
<ul style="list-style-type: none"> collated evidence that demonstrates I have met all putanga ako (LOs) for the practicum 	
<ul style="list-style-type: none"> contributed to my assessment for EDPRACM 100 by sharing evidence about my practice during the professional conversation 	Evidence for LO... 1 2 3 4 5
<ul style="list-style-type: none"> completed my reflective summary and discussed this with my PS 	
<ul style="list-style-type: none"> had my final grade for EDPRACM 100 confirmed by my PS (i.e. Pass/ Fail) 	

[Here is a Google document version of this summary for download](#)

Commented [RL1]: Update to Teams

Te pūtake o Edpracm 100 - *The purpose of EDPRACM 100*

EDPRACM 100 – Noho-ā-kura 1 builds upon learning from the student teachers' two-week non-assessed 'Introduction to Practicum' school placement and has specific focus on:

- appropriate communication and relationships
- developing the skills of observation and planning to inform emerging pedagogical practice that contributes to children's learning
- implementing strategies for professional reflection and development
- developing understanding of the teacher's professional role and how this is affected by factors such as parent/whānau expectations, school policies, government policies and initiatives, and wider community influences
- using digital technologies to support collaborative practice

Student teachers are initially required to observe and analyse their associate teacher's practice and children's learning. They then draw on this learning and their associate teacher's advice to plan, teach, assess, and evaluate lessons with small groups in an iterative process. Student teachers work towards managing and teaching larger groups/the whole class before taking responsibility for the learning programme for at least one day in collaboration with and under the supervision of the associate teacher, i.e. the student teacher organises, manages, co-plans and teaches the programme drawing on the associate teacher's advice, planning, relevant assessment information, and established expectations/routines.

Ngā whakaritenga e pā ana ki te taenga atu ki te noho-ā-kura - *Attendance requirements during practicum*

The Teaching Council Aotearoa New Zealand requires student teachers to complete a minimum of 120 days (24 weeks) of professional experience placements during 3-year initial teacher education programmes.

Student teachers enrolled in the BEd (Tchg) Primary programme at the Faculty of Education and Social Work, University of Auckland complete one practicum placement in each year of their programme to meet this requirement, i.e.

- Year 1 – Introduction to Practicum and EDPRACM 100: Practicum 1 (7 weeks)
- Year 2 – EDPRACM 204: Practicum 2 (6 weeks)
- Year 3 – EDPRACM 304: Practicum 3 (11 weeks)

Attendance during Practicum

"Once practicum dates are confirmed, an agreement exists between the student, the faculty and the school in which the student is placed. Full attendance is expected during practicum. Non-attendance will put a student's ability to meet learning outcomes at risk" (Practicum Handbook, p.10).

Te tono kia matangaro i te noho-ā-kura - *Requests for leave during practicum*

At times, student teachers require leave during practicum. Applications for leave are made to the Practicum Coordinator on the *Request for Leave during Practicum* form [using this link](#). Requests must be submitted in advance.

In the case of sick leave, student teachers must advise their AT/school, PS and Practicum Coordinator by email prior to 8am on the day of the absence. A medical certificate is required for sick leave of three or more days duration.

Student teachers should expect to make up days absent during practicum in order to meet the TCANZ requirement for 120 days of practicum during their ITE programme.

Te aromatawai i te noho-ā-kura - *Assessment of practicum*

For successful completion of EDPRACM 100, student teachers will:

- attend one EDPRACM 100 on-campus preparation day
- complete all requirements of EDPRACM 100 outlined in this practicum brief
- attend practicum for the required 5 week period
- demonstrate professional commitment to the role of teacher throughout the practicum
- meet the five learning outcomes of EDPRACM 100 to the satisfaction of both the pouhāpai (associate teacher) and poutoro (professional supervisor)

Te Matapaki Ngaio - The professional conversation

In week 4 or 5 of the practicum, the pouako pīrere's (student teacher; PP) professional learning will be jointly assessed during a three-way professional conversation between the pouako pīrere, the pouhāpai (associate teacher; AT), and the poutoro (professional supervisor; PS).

Before the professional conversation:

- the PP and pouhāpai (AT) both gather evidence in relation to ways the ST is meeting each of the practicum Los
- the PP is prepared to lead the discussion about Learning Outcomes 3 and 5
- the PP and PS have interacted using the IRIS Connect tool – the PP has annotated and reflected on recordings of their teaching; the PS has provided feedback about the PP's teaching and identified next steps for further improvement

During the professional conversation:

- the PP, pouhāpai (AT), and poutoro (PS) each contribute their informed professional judgement of the student teacher's work citing evidence in relation to the learning outcomes, as demonstrated through the assessment criteria
- while the professional conversation is facilitated by the poutoro (PS), pouako pīrere (PP) are expected to lead the discussion relating to **Learning Outcome 3 - Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/NZ** and **Learning Outcome 5 - Demonstrate use of te reo Māori appropriate to practicum context** by referencing three pieces of evidence from the practicum to demonstrate their achievement, and providing a brief justification for each

Following the professional conversation:

- The poutoro (PS) records the provisional assessment
- The PP submits their reflective summary and any further required evidence/documentation to the poutoro (PS) prior to the practicum de-brief
- The poutoro organises a time for a de-brief with the PP following the end of EDPRACM100 to confirm the final assessment of practicum

The final decision about pass/fail will be made and recorded by the professional supervisor at the conclusion of the practicum based on evidence of achievement of the learning outcomes, including information shared in the professional conversation, the associate teacher's written comments, and the student teacher's practicum documentation.

The professional supervisor submits the summative practicum report to the Practicum Office by email, copying in the student teacher.

Use of IRIS Connect

IRIS Connect is an easily accessible and [secure video collaboration technology](#). We use it at the University of Auckland to empower and motivate all our pouako pīrere (student teachers) to continually develop their pedagogy and practice over the three years of their BED degree and specifically whilst on practicum.

Analysis of our own practice and self-reflection is really hard to do without video. IRIS Connect helps pouako pīrere to overcome challenges with Practice Analysis by providing an effective framework to help them focus on what matters and refine their practice iteratively over time. In this practicum, we use IRIS Connect to reflect on specific learning outcomes students are working towards and develop any next steps in their practice.

How it Works

During practicum preparation sessions students download the 'IRIS Connect–Record' app to their phone or iPad. They will use this app to record elements of their practice during practicum. All recordings are automatically uploaded to student accounts where they can review, comment, analyse and share selected videos with their poutoro (Professional Supervisor) and/or pouhāpai (Associate Teacher). With IRIS Connect, students are always in control of their own professional learning. In collaboration with their AT, they can select what they record and then choose to upload or delete videos. Students decide which videos to share with their PS for feedback. Videos are securely stored on IRIS Connect and are only available to the student teacher, AT and PS.

Any Questions or Concerns?

Student Teachers can visit <https://oceania.irisconnect.com> to log into an account.

If you have any questions or concerns about:

- The security of the system - [see here](#)
- Recording yourself - [see here](#)
- How to use the technology - have a look at the how to [record](#) and [reflect](#) guides
- What to do next - have a look at our [getting started guide](#)
- Any other questions - [see FAQ here](#)
- Access IT help from within the IRIS Connect platform, or contact [IT Support](#)

Possible plan for completing EDPRACM 100 practicum requirements

Practicum Week	Suggested pouako pīrere/student teacher (PP) activity	Pouhāpai / Associate teacher (AT) activity	Poutoro / Professional Supervisor (PS)/ activity	Adjustments to possible plan noted by agreement between PP/AT/PS
1-2	<p>Complete Observations Focus 1, 2, and 3</p> <p>Principal's discussion complete - notes recorded in practicum file</p> <p>Read or tell a story daily to the class and record your teaching using the IRIS Connect Tool. Analyse your practice for effective interactions/ relationships and communication with learners and decide collaboratively with AT on a next step for each week</p> <p>Write first reflection between now and end of week 3 (may draw on feedback from Observation Focus 1) – discuss with AT, share with PS for feedback (in second block of practicum)</p> <p>Plan when IRIS Connect tool will be used to record 2-3 videos of own teaching (max of 30 minutes total)</p>	<p>Discuss practicum requirements with PP – plan how to meet these</p> <p>Share pertinent planning, class and school information</p> <p>Give feedback to student teacher about their interactions/relationships and communication with learners and colleagues</p> <p>Arrange times for PP to observe your teaching (Observation Focus 2) and children's' learning (Observation Focus 3) during Weeks 1 and 2</p>	<p>Meet pouhāpai (ATs) and PPs - clarify practicum requirements, and arrange time for professional conversation (matapaki ngaio)</p> <p>Ensure both PPs and pouhāpai (ATs) are familiar with the IRIS Connect Tool and expectations of use</p>	
2-4	<p>Read or tell a daily story to the class (Novel or Picture book) and record your teaching using the IRIS Connect Tool. Analyse practice for effective interactions/ relationships and communication with learners and decide with AT on a next step for each week.</p> <p>Plan, teach and assess the following lessons, progressing from small groups in Week 2, through to larger groups in Week 3 to whole class in Week 4:</p> <ul style="list-style-type: none"> * Pāngarau * Te Reo Matatini * At least one other learning area <p>Use IRIS Connect to evaluate your teaching of groups repeating the following process iteratively:</p> <ul style="list-style-type: none"> • Record your teaching • Watch the recording • Annotate the recording (successes, next steps for improvement, evidence re meeting the LOs) • Share 2-3 videos with PS (max 30 minutes in total) <p>Discuss with AT/PS</p>	<p>Give feedback and support PP with their next steps in relation to storytelling task.</p> <p>Regularly observe student teacher teach and provide written <u>and</u> oral feedback</p> <p>Make regular times to meet with student teacher to answer questions, discuss observations, provide planning support, and discuss progress toward meeting practicum LOs</p> <p>Record evidence re pouako pīrere's progress toward each LO in preparation for the professional conversation</p>	<p>PS to engage with 2-3 videos of PP's teaching through IRIS Connect (not more than 30 mins in total), providing annotated feedback on successes, next steps for improvement.</p> <p>Provide feedback on PP's reflection (completed end of Week 3)</p>	

<p>4-5</p>	<p>Plan and teach lesson sequences for Week 5, including at least one day of full teaching responsibility in Week 5.</p> <p>Read or tell a daily story to the class and record your teaching using the IRIS Connect Tool. Analyse practice for effective interactions/ relationships and communication with learners and decide with AT on a next step for each week.</p> <p>Carry out any actions listed in the ACT section of your professional reflection. Document your progress in your next steps planner</p> <p>Prepare for professional conversation – identify a range of evidence to demonstrate that each of the practicum LOs has been achieved</p> <p>Write summary reflection, discuss with AT</p>	<p>Take part in professional conversation with ST and PS</p> <p>Record evidence re student teacher's achievements for each LO for summative report.</p> <p>Support ST with actions around behaviour management from their professional reflection and also their next steps in relation to storytelling task.</p> <p>Submit summative report for each LO</p>	<p>PS facilitates professional conversation and co-constructs with ST and AT 'next steps' for remainder of EDPRAC 100</p> <p>PS debriefs ST about their learning during EDPRAC 100 and 'next steps' for EDPRAC 204 at end of practicum</p> <p>PS completes EDPRAC 100 summative report</p>	
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[Click here to download a copy of this plan](#)

The above plan provides guidance to support student teachers to plan to meet the requirements of the practicum. However, student teachers should take guidance from their associate teacher in relation to contextual factors within the school that may mean certain requirements will need to be completed at a different time.

Putanga Ako 1 - Learning Outcome 1

Demonstrate an ability to engage in positive, respectful relationships and develop professional communication with ākonga and colleagues.

Ngā pātai matua Key questions (for STs)

During and at the end of your practicum, consider:

How have I developed and enhanced my communication with ākonga and colleagues?

How have I demonstrated my ability to build positive, respectful professional relationships with ākonga and colleagues?

KTT Links: 1,2,7,10,11,13

Links to TCANZ Standards...

- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

Paearu Aromatawai Assessment Criteria

1.1 appropriate communication with learners and colleagues is consistently demonstrated

1.2 appropriate relationships with learners and colleagues are established and developed positively

Ngā tohu harataua Practice Indicators

Student teachers who communicate appropriately...

- write, speak and read fluently and accurately in English or Māori
- adjust their communications in consideration of purpose, context or learners' needs (e.g. first language)
- use appropriate listening skills/body language
- use te reo Māori authentically
- reflect on their own communication with learners and colleagues and seek to develop and enhance their effectiveness as communicators

Student teachers who build appropriate, positive professional relationships...

- work collaboratively and positively, treating children and adults with respect
- develop equitable relationships
- reflect on their own effectiveness in building relationships with learners and colleagues
- seek feedback from their AT, and accept and act on advice given
- demonstrate manaakitanga and tangata whenuatanga in interactions with learners and colleagues

Ngā taunakitanga – Evidence (from digital and/or hard copy file; IRIS Connect video analysis):

Putanga Ako 2 - Learning Outcome 2

Utilise and reflect on pedagogical practices informed by theory, research and evidence to facilitate ākonga learning

Ngā pātai matua Key questions (for STs)	Paearu Aromatawai Assessment Criteria	Ngā tohu harataua Practice Indicators
<p>As you observe, assess, plan, teach and evaluate children's learning and your own teaching, consider:</p> <p><i>What are different ways my associate teacher notices, recognises and responds to ākonga to promote learning?</i></p> <p><i>How effective was my teaching in contributing to children's learning?</i></p> <p><i>What have I learned about my ākonga and their learning?</i></p> <p><i>What do I now understand about effective teaching practice?</i></p> <p>KTT Links: 3,4,5,6,7,8,9,10,11,12,13,14</p> <p>Links to TCANZ Standards...</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • Professional learning • Professional relationships • Learning focussed culture • Design for learning • Teaching 	<p>2.0 different ways of teaching to suit children's interests, abilities and learning requirements are identified and discussed</p> <p>2.1 planning is informed by:</p> <ul style="list-style-type: none"> - analysis of focussed observations and discussion about children's learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives <p>2.2 inclusive practices are identified when planning for learning</p> <p>2.3 teaching/learning experiences that enhance children's learning are carefully planned, implemented and evaluated</p> <p>2.4 children's learning is monitored, analysed and evaluated to inform subsequent planning</p> <p>2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</p>	<p>—</p> <p>Student teachers who demonstrate effective pedagogical practice:</p> <ul style="list-style-type: none"> • arrange regular ongoing observations, of and by the associate teacher, and subsequent analysis and discussion of these • identify, discuss, and incorporate specific teaching approaches in lesson planning to suit children's interests, abilities and learning requirements, guided by relevant curriculum documents, theory, research, and Ministry of Education initiatives • utilise tracking sheets to monitor aspects of children's learning and use findings to inform planning that contributes to children's learning • use opportunities to discuss and explore the relationship between assessment and planning • identify, discuss, and implement specific routines and positive management strategies with increasing consistency • evaluate and document the effectiveness of their own teaching in an ongoing manner by seeking feedback from their associate teacher, and identifying and addressing their 'next steps' in consultation with the associate teacher • begin to justify, evaluate, and reflect on personal practice with reference to theories of learning • take full responsibility for the teacher's role planning, teaching and managing the learning programme for at least <u>one</u> day in collaboration with and under the supervision of the associate teacher
<p>Ngā taunakitanga – Evidence (from digital and/or hard copy file; IRIS Connect video analysis):</p>		

Putanga Ako 3 - Learning Outcome 3

Discuss what it means to be an emerging teacher in Aotearoa New Zealand in alignment with professional expectations.

Ngā pātai matua Key questions (for STs)	Paearu Aromatawai Assessment Criteria	Ngā tohu haratau Practice Indicators
<p><i>What does it mean to be a professional teacher in Aotearoa/ New Zealand?</i></p> <p><i>How have I demonstrated professionalism during this practicum?</i></p> <p>KT Links: 1,9,14</p> <p>Links to TCANZ Standards...</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • Professional learning • Professional relationships 	<p>3.1 positive personal and professional requirements stipulated by the Teaching Council 'Fit to be a Teacher Criteria' are demonstrated appropriately</p> <p>3.2. responsibilities to Māori learners are recognised and some implications for teachers' practice are identified and discussed</p> <p>3.3 'next steps' for practicum-related professional learning are identified through own and others' evidence and actioned and evaluated with support</p> <p>3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight</p> <p>3.5 use digital technologies to engage in collaboration with associate teacher and other colleagues</p>	<p>Student teachers who demonstrate appropriate professional responsibilities...</p> <ul style="list-style-type: none"> • attend on-campus sessions • demonstrate their professional responsibility including using initiative, being consistently punctual and well-prepared • professionally document their involvement in teaching and learning • engage regularly in professional discussions, ask questions, accept feedback and critically reflect on their own practice • record notes from reflective discussions with the associate teacher in their practicum file and share these with the professional supervisor • reflect regularly on aspects of their own teaching, learning, and interactions with learners and colleagues that caused them uncertainty • complete at least two critical reflections using the framework provided, each focussing on an aspect of <u>their</u> personal practice – discuss these with their associate teacher and file in their practicum file • identify and address 'next steps' with support from the associate teacher • discuss with professional colleagues ways responsibilities to Māori learners have implications for teachers' practice in a bicultural nation • understand and strive to meet the professional expectations and dispositions required by the Teaching Council Aotearoa NZ • utilise digital platforms for storing practicum records and evidence of professional learning during practicum • use digital tools to share and exchange knowledge, resources, experiences and practicum requirements with AT and school colleagues during practicum
<p>Ngā taunakitanga - Evidence (from digital and/or hard copy file; IRIS Connect video analysis):</p>		

Putanga Ako 4 - Learning Outcome 4

Identify and discuss ways significant aspects of the learning/teaching context impact on the teacher's role.

Ngā pātai matua Key questions (for STs)	Paearu Aromatawai Assessment Criteria	Ngā tohu haratau Practice Indicators
<p><i>What roles does a teacher have in the classroom? in the wider school?</i></p> <p><i>How do teachers work together in this school/team context?</i></p> <p><i>How do influences outside the classroom/school impact on the decisions teachers make about learning and teaching?</i></p> <p>KTT Links: 8,9,11,12,14</p> <p>Links to TCANZ Standards...</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • Professional learning • Professional relationships 	<p>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</p> <p>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</p>	<p>Student teachers who demonstrate their understanding of the work of teachers and contextual factors that shape this...</p> <ul style="list-style-type: none"> • discuss with their associate teacher and professional colleagues the roles and responsibilities of teachers within the classroom and wider school context • discuss with their associate teacher, professional colleagues and principal (or his/her designate) ways that social, cultural and political factors in this school context impact on the teacher's professional role • ask questions and make notes about aspects such as... <ul style="list-style-type: none"> - the teacher's role/responsibilities within the school community - the school values and the way these are promoted and enacted - ways the school is inclusive of and responsive to diverse learners and their families/whanau - policies/practices in place to support educational achievement of Māori and Pasifika learners - current issues in education and their implications for teaching and learning - ways NZC Key Competencies are implemented in the school • articulate their understanding of the impact of a range of contextual factors on teachers' work (in the professional conversation and the reflective summary)
<p>Ngā taunakitanga – Evidence (from digital and/or hard copy file; IRIS Connect video analysis):</p>		

Putanga Ako 5 - Learning Outcome 5

Demonstrate use of te reo Māori appropriate to practicum context.

Ngā pātai matua Key questions (for STs)	Paearu Aromatawai Assessment Criteria	Ngā tohu haratau Practice Indicators
<p><i>How can te reo Māori be incorporated into the teaching and learning of an English-medium classroom?</i></p> <p><i>What are the considerations in terms of developing vocabulary and facilitating language acquisition in the Māori-medium classroom?</i></p> <p>KTT Links: 2,3,7,13</p>	<p>KIA RERE TE REO</p> <p>Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa</p> <p>5.1 use te reo Māori language skills and knowledge effectively to facilitate the teaching and learning process</p> <p>KIA TIKA TE REO</p> <p>He haka kē tā te rangatira, he haka kē tā te ware</p> <p>5.2 use the systems of the Māori language to facilitate exploration and learning through meaningful contexts</p>	<p>Student teachers who demonstrate their competency and confidence in using te reo Māori both independently and collaboratively:</p> <ul style="list-style-type: none"> can contribute spontaneously and sustain a discussion on an education topic. KRTR2 can adjust language and how it is expressed to suit different levels of ākonga and situations KRTR speaks te reo Māori competently with correct pronunciation, stress and intonation. KTTR4

Ngā taunakitanga – *Evidence* (from digital and/or hard copy file; IRIS Connect video analysis):

EDPRACM 100 Practicum requirements for student teachers

Practicum requirements are designed to help you to develop professional relationships and begin to understand the teacher's professional role within the classroom and wider school context. They also assist you to gain knowledge, skills, and competencies to contribute to children's learning, to positively manage the learning environment, and to reflect on and develop your practice.

Documentation

You are expected to maintain a high standard of documentation to provide evidence of meeting practicum learning outcomes and to demonstrate your professionalism as a teacher. You will use both digital and hard copy files to manage documentation on this practicum. Note: The sample digital documentation is view only. You will need to make a copy of the materials to your own Google Drive that are available at https://drive.google.com/drive/folders/1dDIQ6rU3N4q7SCbyZ25jMiwGUZpyOvqd?usp=share_link.

Digital documentation using Google Docs should include:

- the school and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal, associate teacher, and other school colleagues
- evidence of reflective practice – notes from reflective conversations with associate teacher, 'Next Steps' sheet, written professional reflections, reflective summary
- own planning shared with associate teacher, with feedback comments attached, evaluation of teaching, planning for at least one day of full responsibility for the learning programme
- copies of associate teacher's assessment information, term overviews/unit plans, associate teacher's planning - including short-term (daily/weekly) planning for the duration of the practicum and differentiated planning for groups (if these are shared digitally)
- evidence prepared for professional conversation, including three pieces of evidence demonstrating achievement of LO3 and three pieces of evidence for LO5 with a brief justification for each in relation to the assessment criteria

You will also set up a 'working file' in which you will store hard copies of:

- annotated planning
- tracking sheets/evidence of children's learning
- resource materials developed/collected for personal teaching during practicum
- other hard copy resource material to support teaching

DEVELOPING AWARENESS OF THE TEACHER'S ROLE (LO 1, 4)

During the early part of your practicum, make an appointment to **meet with the principal** (or their representative) to discuss the broader dimensions of school life that impact on the teacher's role. You should be **prepared with questions for discussion and record a brief summary of responses** related to aspects of school life such as:

- the school vision and values, how they were selected, and ways they are promoted and enacted
- ways the school is inclusive of and responsive to diverse learners and their families/whānau
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- particular professional development or learning/teaching initiatives within the school
- current issues in education and their implications for teaching and learning

Suggestion:

- Meet with the other student teachers at your school to plan questions to ask during your principal's discussion.
- Take responsibility for asking one question each and record the answer to your question to share with others (work collaboratively!)

You should also engage **your associate teacher and other professional colleagues** in discussions to learn about their professional roles and factors that influence their professional decision-making. **Use opportunities to discuss and record notes about topics such as those listed above, as well as:**

- the variety and complexity of the teacher's role and responsibilities, including activities/roles that classroom teachers are involved in professionally beyond classroom teaching
- how teachers plan for and organise their classes to optimise learning for diverse learners
- ways school values and NZC Key Competencies are integrated into learning programmes (and how this differs to the idea of He Tamaiti hei Raukura)
- strategies for building positive relationships with and between learners
- ways home-school partnerships are fostered to support children's learning

Te Ako Pakirehua - Teaching as Inquiry

Te Whanake o ngā Momo Huarahi Ako

He rerekē, he ahurei hoki ngā huarahi ako o tēnā ākonga, o tēnā ākonga. Tērā pea, he pai tētahi whakaritenga mahi ki tētahi ākonga, he pai tētahi whakaritenga kē ki tētahi atu.

Whakaawetia ai ngā huarahi ako o te ākonga e ngā tūāhua maha, pēnā i te āhua o te whakarite mahi, te whakahaere mahi, ngā whakaritenga whakaako, ngā kaupapa ako, ngā āhuatanga o te taiao, ngā tirohanga, me te hihiri ki te ako (MoE, 2017, para. 9)

As stated in *The New Zealand Curriculum* (MoE, 2007, p. 34), "*While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning*". The evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students. The cyclical process of 'teaching as inquiry' (Aitken & Sinnema, 2008), introduced during EDPROFM 102, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for this practicum.

TE MĀTAKITAKI - OBSERVING (LO 1, 2)

Overview of requirements

During EDPRACM 100, you will complete and **document specific observations** that focus on:

- developing familiarity with the classroom learning context
- your associate teacher's teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- collecting and using information about children's learning to inform planning and teaching (noticing, recognising, and responding to children's learning)

These observations are designed to help you to understand the teaching process within this specific classroom context, and to know children as learners so that you are able to plan to address their learning preferences and requirements in teaching/learning sessions.

Arotahi 1: Te whakawhanake mōhio ki te taiao ako o te akomanga

Focus 1: Developing familiarity with the classroom learning context

During the **first week** of the practicum, use opportunities to **interact with and observe the children, and to ask questions of both the children and your associate teacher** to find out...

- what children are learning/have learnt previously
- what individual children prefer doing and reasons why (both during and outside of class time)
- how children's learning is organised (e.g. class timetable, groupings, independent tasks, use of digital tools)
- what classroom routines/expectations are in place (e.g. for group work, transitions, written work) and how these routines/expectations are established and maintained

Record your findings about each of the aspects (above) in your digital practicum file and discuss with your associate teacher.

Discuss with your associate teacher...

- **their considerations when establishing the classroom learning environment.** Take photos (with permission) and make notes about key features of this classroom environment and their purpose.
- **decisions they made about which classroom routines/expectations to establish and why**
- **learners who have specific learning, cultural, behaviour or personal needs or family/whānau contexts** that you should be aware of. Find out about specific plans in place for these learners and what this means for you during practicum.

Record key information from these discussions in your digital practicum file.

At the end of the first week, **discuss** your responses to the following questions with your associate teacher, and seek their feedback:

- How well do the children respond to my interactions and communication?
- What have I learned about establishing professional relationships?
- Which aspects of my interactions and communication do I need to improve?

Your responses may help you and your associate teacher to identify 'next steps' for your professional development (refer pp. 17-18). You may also wish to use these questions as a prompt for your first written reflection (refer p.19).

Practicum documentation

Suggestions for recording information gathered for Focused Observation 1 are available in the Google Docs model [practicum file at https://drive.google.com/drive/folders/1dDIQ6rU3N4q7SCbyZ25jMiwGUZpyOvqd?usp=sharing](https://drive.google.com/drive/folders/1dDIQ6rU3N4q7SCbyZ25jMiwGUZpyOvqd?usp=sharing)

Arotahi Mātakitaki 2: Te tukanga whakaako, arā, te whakamahere, te whakaako, te aromatawai me te arotake, i ngā wāhanga ako

Observation Focus 2: The teaching process in specific curriculum areas
(i.e. assessing, planning, teaching, evaluating, reflecting)

Complete **at least four focussed observations of your associate teacher** (or another teacher) in **Te Reo Matatini and Pāngarau** using the [Focused Observation template](#).

The purpose of these observations is to help you **understand the teaching process** within this specific classroom context.

Before each observation:

- Find out about the learning intentions that have been planned for the lesson

- Work with your associate teacher to identify a **focus** for your observation
- Examples of an observation focus could include...
 - How does the teacher use positive management strategies to maintain learner engagement?
 - How does the teacher effect transitions during the lesson for individuals and/or groups?
 - How does the teacher structure the lesson? (e.g. sequence of activities, timings)
 - How does the teacher manage the learning activities?
 - How does the teacher use questions to scaffold children's learning?
 - How does the teacher respond to individuals to support their learning during the session?
 - How does the teacher positively manage interactions and behaviour during the lesson?

During each observation:

- record deliberate teacher actions and learner responses **related to the focus** for your observation

Following each observation:

- discuss information collected from your observation with your associate teacher and ask carefully considered questions to help clarify your understanding of the teaching process - te tukanga whakaako i ngā wāhanga ako
- record important learning that will inform your future practice

Practicum documentation

Use the template at <https://drive.google.com/drive/u/0/folders/1HXN6K5MDstwV4aRkEwRwu-t5y374nkiY> for recording observation data and findings for Observation Focus 2.

Arotahi Mātakitaki 3: Te kite, te āhukahuka me te urupare ki te ako a te ākongā
Observation Focus 3: Noticing, recognising, and responding to children's learning

Observe your associate (or another teacher) teaching a Pāngarau group and a Te Reo Matatini group (e.g., Reading, Written Language) and notice occasions **where you could 'see' that a child learned something** and/or achieved the intended learning. Use the [Observation Focus 3 template](#).

The **purpose** of these observations is to help you to **know children as learners** so that you are able to plan to address their learning preferences and requirements in teaching/learning sessions.

NB - The Pāngarau and Te Reo Matatini groups you observe will then **become your teaching groups**.

Before each observation, ask your associate teacher to:

- identify and explain the learning intention/s and learning experiences for the lesson

During each observation:

- **observe** how the children were made aware of the learning being sought (e.g., sharing of learning intention, development of success criteria)
- **record** what you noticed about each child's learning in relation to the learning intention/s

Following each observation:

- **Discuss** with your associate teacher...
 - how you recognised that learning for some children had occurred (i.e. evidence noted)
 - possible implications for your own planning/teaching

Follow-up action:

- **Negotiate** with your associate teacher to use this information to plan a subsequent learning experience with this group

of learners.

- **Document your planning.** Share your plan with your associate teacher well in advance of teaching, seek feedback, and make suggested refinements.
- **Teach** the lesson, **record evidence** of what you noticed about children's learning on your tracking sheet, and
 - **evaluate** your teaching effectiveness:
 - Did the children achieve the planned learning intentions? How do I know? (refer to evidence on tracking sheet)
 - How effectively did my teaching support children's learning? (evaluate your own practice)
- In collaboration with your associate teacher, **identify 'next steps'** for the children's learning, and for your own teaching/learning (e.g. reteach the lesson with another group, carry out further observations, refine use of questioning).

Practicum documentation

Use the template at <https://drive.google.com/drive/u/0/folders/1HXN6K5MDstwV4aRkEwRwu-t5y374nkjY> for recording observation data and findings for Observation Focus 3.

Te Aromatawai, te whakamahere, te whakaako, te arotake ASSESSING, PLANNING, TEACHING, EVALUATING (LO 1, 2, 5)

*Refer *Guidelines for Assessing, Planning, Implementing and Evaluating Learning and Teaching* (Practicum Handbook, p.14)

Overview of requirements

During EDPRACM 100, you are required to **assess, plan, teach, and evaluate in as many areas of the curriculum as possible** including Pāngarau and Te Reo Matatini. To complete this requirement, you will need to draw on the knowledge you gained about the learning context, the teaching process, and the children as learners during your observations (refer pp.13-15).

You must provide **documented evidence** of:

- Planning and teaching sequences of lessons for small groups in **at least two** curriculum areas
- Planning and teaching sequences of lessons for large groups/the whole class in **at least one** other curriculum area
- Weekly planning for own involvement in teaching and learning
- Planning for one day of full responsibility for the learning programme

How do I do this?

- Begin by analysing the observation information you collect to inform your understanding of the needs of individual learners in the group/s you will teach - refer to Observation Focus 3 findings. Also talk with your pouhāpai (associate teacher) about their knowledge of the learners, including relevant assessment information.
- With support from your pouhāpai, plan for and teach single lessons with small groups, record evidence of children's learning, and evaluate.
- As soon as possible begin to plan, teach, assess and evaluate lesson sequences for small groups of learners.
- Also start to plan, teach, record evidence of learning, and evaluate lessons with larger groups/whole class.
- Gradually work towards taking **full responsibility** for planning, teaching and managing the learning programme for **one day** (in collaboration with your pouhāpai) - refer to the practicum plan suggested on p.3.

Reminders...

- Use planning formats that clearly define lesson components, and that are suitable for documenting single lessons or lesson sequences. The templates for single lessons (in [te reo Māori](#) or [bilingually](#)) and lesson sequences (in [te reo Māori](#) or [bilingually](#)) are available in the Google Drive folder at <https://drive.google.com/drive/u/0/folders/1HXN6K5MDstwV4aRkEwRwu-t5y374nkjY>.
- Present all planning to your associate teacher well in advance of teaching sessions to allow time for modification and refinement.

- Seek ongoing feedback from your associate teacher to help you develop and refine your teaching practice and thereby enhance both your own and the children's learning.

Important notes for Associate Teachers

Student teachers on EDPRACM 100 need to be supervised in their practice, with opportunities to observe and to be observed, and to receive regular feedback (both oral and written) to support their professional development.

Student teachers should not be put in a vulnerable situation by being asked to relief teach a class. Such requests are not appropriate and can impact on student teacher confidence.

It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that classroom. At all times, the student teacher must know where this person is and how to get hold of them if they need them.

Sequences of lessons for groups of learners

In collaboration with your associate teacher, plan and prepare single lessons (templates available in [te reo Māori](#) or [bilingually](#)) and then sequences of lessons (e.g. 3-4 consecutive lessons; templates available in [te reo Māori](#) or [bilingually](#)) for small groups in **at least two curriculum areas** (e.g. Pāngarau and Te Reo Matatini):

- Prior to beginning your planning, discuss with your pouhāpai (associate teacher) what you already know about the learners - draw on information collected during Observation Focus 1 and 3
- As you develop your plans, give consideration to what you know about each child and particular individuals who might need special attention
- Teach the lessons and use tracking sheets to **collect and record what you notice** about individual learners in relation to your planned learning intentions and success criteria for each lesson
- evaluate your own teaching effectiveness to help you modify and improve your subsequent planning and teaching
- ask your pouhāpai to observe you and provide feedback to help you refine your subsequent planning and teaching

Sequences of lessons for the whole class/large groups

In collaboration with your pouhāpai, plan, prepare for and teach a sequence of lessons in **at least one other curriculum area** where you will teach a larger group or whole class, e.g. Hākinakina, Pūtaiao, Ngā Toi (templates available in [te reo Māori](#) or [bilingually](#)).

Utilise and adapt existing associate teacher or team planning.

- As you develop your planning, give consideration to learners who might need special attention
- Teach the lessons and reflect on your own teaching and classroom management to inform subsequent planning and teaching
- Ask your associate teacher to observe you and provide feedback to help you refine your subsequent planning and teaching

Weekly planning

In consultation with your pouhāpai (associate teacher), **identify a suitable weekly planning format.**

- Use this format throughout the practicum to record scheduled observation and teaching times, as well as your own teaching responsibilities, e.g. duties, meetings, involvement in wider school activities
- Show appropriate links between your weekly planning and your planning for single lessons/lesson sequences

Ask your pouhāpai to share copies of their weekly planning for each week of the practicum.

One day of full responsibility for the learning programme

Take **full responsibility** for the teacher's role organising, managing, planning for and teaching the learning programme for at least **one day** in collaboration with and under the supervision of your pouhāpai, drawing on the pouhāpai's long-term plans, assessment information, and classroom routines.

- Clearly document your planning and organisation for this day
- Ask your pouhāpai to observe you and give feedback to support your learning and help you refine subsequent planning and teaching practice

TE WHAKAAROARO I TŌ HARATAU WHAKAAKO REFLECTING ON PERSONAL PRACTICE (LO 1, 3)

*Refer *Teaching as Inquiry and Reflective Practice* (Practicum Handbook, p.15)

During this practicum you are required to **reflect regularly** on your *own* teaching practice and professional learning, as well as interactions arising from your practice that caused you uncertainty.

Next Steps

Each week, discuss with your associate teacher a **focus for your own professional development** and record this on [your 'Next Steps' sheet](#). At the end of the week, reflect on and record your progress with your associate teacher and identify your focus for the following week.

Reflection on learning-focused relationships and communication

Each day read or tell a story to your class. This can be using a novel, picture book, oral storytelling or a digital story.

Once a week, record your interactions with the class during this session using the IRIS Connect Tool. Use this short video to analyse your practice and, with the support of your AT, decide upon a suitable next step that will improve and develop your ability to create and sustain learning focused-relationships and effective communication.

Professional reflections

- Record one [professional reflection](#) that focus on '**moments of uncertainty**' in your *own* classroom management. Use the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):
 - DESCRIBE – *What happened? What did I do?* Succinctly describe what occurred

- CONSIDER PERSPECTIVES – *Why did I act/respond in this way? How did this make me feel? How were others affected?* Carefully consider your own and others' perspectives
- UNDERSTAND – *What do I now understand about myself as a teacher? What has informed my understanding?* Make links to literature, theory, and discussions with your associate teacher and other colleagues
- ACT – What actions could I have taken? Why? What action/s will I take in future? Consider different possible actions, then briefly outline your selected action plan

Write your reflection at the end of Week 3, discuss with your associate teacher, and share this with your professional supervisor for feedback. During the last two weeks of your placement, carry out the actions listed in the Act phase of your reflection. Seek feedback from your AT about the impact/effectiveness of your actions. Document your progress in your 'next steps' organiser. This work will support you with KTT7 and provide evidence for LO3 that you can draw on in the professional conversation.

For more detail about each aspect of this professional reflection framework, refer Practicum Handbook (p.15) and relevant lecture slides posted on Canvas.

Reflective discussions

Some of your reflective practice will take the form of **discussions** with your associate teacher, professional supervisor, and other colleagues. These discussions will help you to clarify your thinking, to make links to theory and research, to refine your practice, and to examine your beliefs about teaching and learning. **Retain notes from reflective discussions** in your practicum file.

Reflective summary

Prior to your end-of-practicum debrief meeting with your professional supervisor, complete a reflective summary considering your professional learning and development during EDPRACM 100 (template available on Canvas).

Record brief statements or bullet points in response to each question...

- What have I learned about myself as a teacher? (LO1,2,3)
- What have I learned about factors impacting teaching and learning in this school context? (LO4, 5, 6)
- What are key areas for development during my next practicum? (LO3)

Key teaching tasks (KTTs)

[click here to download a copy of KTT's](#)

[Teaching Council Aotearoa NZ Standards for the Teaching Profession](#)

Being of good character and fit to be a teacher

The Teaching Council of Aotearoa New Zealand (TCANZ) has a statutory responsibility under the Education Act (1989) to register, issue and renew practising certificates to suitable applicants to the teaching profession. To fulfil this obligation the Council must be satisfied that an applicant for registration, **and** any type of practising certificate or a Limited Authority to Teach (LAT), is of good character and fit to be a teacher.

Student teachers should be aware that the Teaching Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must: (a) have a police vet satisfactory to the Teaching Council; (b) display respect for

persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily.

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is fit to be a teacher should have the personal qualities to 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/whānau/caregivers**, **employers**, and **colleagues**, and should at all times maintain high standards of:

Trustworthiness, to

- work independently and without supervision
- meet any reasonable requirements for the protection and safety of others
- preserve confidences

Reliability, to

- take on responsibilities with due regard for time and place
- meet the expectations of caregivers and the learning centre when supervising learners
- accept, plan and execute a variety of tasks and professional responsibilities

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

Communication, to

- communicate easily and lucidly in Māori or sign language, the official languages of New Zealand or English, the de facto majority language
- exercise discretion
- give and receive constructive criticism
- seek advice when needed

Honesty, to

- demonstrate integrity to all contacts
- respect persons and property
- report clearly and truthfully

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

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

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, irresponsible, or unprofessional.

[Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession](#) (Teaching Council, 2017) protects the quality of teaching in New Zealand and provides more certainty in the quality of graduates from Zealand teacher education programmes.

The teaching profession has the right and responsibility to determine who will enter and remain in the profession.

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Papakupu noho-ā-kura - Glossary of practicum terms

Kupu Māori

ā-hinengaro
 ā ngākau
 ā-tinana
 ako auaki
 akoranga ngaio
 anga marautanga
 angitu
 ārai whatitata
 aratohu
 aratohu mātauranga o te motu
 ariā
 aro(hia)
 aroā(tia)
 arohaehae(tia) arokā

 aromātai
 aromatawai takitoru
 aromatawai tōmua
 aromatawai whakawhanake
 aromatawai-ā-kōeke
 aronga
 arotahi
 aroturuki
 ataata-rongo
 auau
 haepapa
 hapori
 hauātanga
 haumaruru
 hihiri
 horopaki
 horopaki whāiti (ā akomanga, ā kura, ā hapori)
 horopaki whānui (ā motu)
 hōtaka
 iho
 ira tangata
 kaingākau
 kaingākautanga
 kaupapa here
 kiritau
 kōeke
 kōeke ohaoha-pāpori
 kounga
 kōwae ako
 kōwhiri(a)
 kōwhiringa
 mahere ārai whatitata
 maiki
 mākohakoha
 marautanga
 mātai
 mātakitakitanga
 mātakitakitanga kua āta whakaritea
 matapaki
 matapaki ngaio
 mātātaki
 matatapu
 matatika
 mātātoa
 matawaenga
 matea ako

Kupu Pākehā

cognitive
 emotional, affective = ā kare-ā-roto
 physical = kikokiko
 self-directed learning
 professional development
 curriculum framework
 success, successful
 risk management
 guideline
 national educational guidelines
 theory
 pay attention to, take note or heed of
 comprehend
 critique
 aware
 evaluate
 triadic assessment process
 pre-assessment
 formative assessment
 summative assessment
 aspect/disposition/attend to
 focus
 monitor audio-visual
 regular/consistent/frequent
 responsibility
 community
 disability
 safe
 motivation
 context
 micro
 macro
 programme
 essence
 gender
 interest(ed)
 interest, hobby policy

 self-worth
 grade
 decile level quality

 course, unit of work
 choose
 option
 risk management plan
 incident (misfortune)
 open-minded
 curriculum
 examine
 observation
 planned observation
 discuss
 professional discuss
 challenge
 confidential
 moral, ethics
 active
 dilemma
 learning need

mātoro	visit
mōkito	minimum
mōrahi	maximum
ngaio	professional
ngaiotanga	professionalism
ngohe	activity
noho-ā-kura	practicum
ōhanga	economy
ohaoha	economic
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 hārau(tia)	skim read
pānui arahanga	guided reading
papa taunaki	evidence base
pāpāho	media
pāpori	social
pārekareka	interesting = whakaihiihi = whai ihiihi
poari whakahaere o te kura	school board of trustees
porihanga	society
pouako	teacher
pouako pīrere	student teacher
pouhāpai	associate teacher
poutoro	visiting professional supervisor
pūnaha	system
pūnahanaha	systematic
pūoro	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
tāutu(tia)	identify = tautohu(a)
tauwhāiti	specific
tauwhānui	general
Te Matatū o Aotearoa	Teaching Council of Aotearoa-NZ
te reo matatini	literacy
tīpako(na/hia)	select
toiora	well-being = waiora
toitū	maintain = whakapūmau

tōkeke	equity
tōrangapū	political
torotoro	explore
tōtika	effective
tūāhua	event
tuakiri	identity
tūhura	investigate = whakatewhatewha
tukanga	process
tumuaki	principal
tumuaki tuarua	deputy principal
tūtohinga o te kura	school charter
uara	values
urupare urutau	respond, response adapt
wāhanga ako	learning area
wahapū	articulate
wairua	spiritual
wetewete(kina)	deconstruct
whaiaro	personal
whāinga ako	learning intention
whāinga ngaio	professional goal
whakaangaanga	confront (i.e. to debate with oneself)
whakaaroaro(tia)	reflect, ponder upon (vt)
whakaawe(tia, ngia)	influence (vt)
whakaharatau whakaako	teaching practice
whakahihiko	motivate
whakahokinga kōrero ā tuhi	written feedback
whakahokinga kōrero ā waha	verbal feedback
whakamahere(tia)	plan (vt)
whakanikoniko	enhance
whakapae	allege, hypothesise
whakarangitupu(ria)	to scaffold
whakaraupapa(tia) whakarite	sequence
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
whakatitina(tia)	foster (vt)
whakaū(ngia)	reinforce (vt)
whakawhitiwhiti whakaaro	communicate
whanonga	behaviour
whanonga ako	learning behaviour
wheako	experience
whenu	strand