



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

2024

FACULTY OF EDUCATION AND SOCIAL WORK

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

**Pukapuka ārahi mā te
pouako pīrere
*Practicum brief for
student teachers***

**EDPRACM 204:
Noho-ā-kura 2**

WHĀRANGI IHIRANGI

CONTENTS

He Tirohanga Whānui ki ngā Kōwae Noho-ā-kura o te Huarahi Māori <i>Overview of Practicum Courses in the BEd (Tchg) Huarahi Māori</i>	3
Ngā Whakapā i te Kura Akoranga me te Tauwhiro Tangata <i>Faculty of Education and Social Work Contacts</i>	3
<i>Important notes / Confidentiality / Attendance / Requesting leave</i>	3-4
Te pūtake o te noho-ā-kura EDPRACM 204: <i>The purpose of EDPRACM 204</i>	4
He rārangi o ngā whakaritenga mā te pouako pīrere <i>List/summary of student teacher requirements</i>	5
Ngā Putanga Ako me ngā Paearu Aromatawai <i>Learning Outcomes & Assessment Criteria</i>	6
EDPRACM 204: He tirohanga whānui ki ngā tūranga me ngā haepapa matua <i>(A weekly overview of key roles and responsibilities)</i>	7
KEY TEACHING TASKS BACHELOR OF EDUCATION (TEACHING) HUARAHI MĀORI	10
1. Te Mātakitakitanga <i>(Observing)</i>	14
Arotahi Mātakitaki 1: Te whakawhanake mōhio ki te taiao ako o te akomanga <i>(Observation Focus 1)</i>	14
Arotahi Mātakitaki 2: Te tukanga whakaako, arā, te whakamahere, te whakaako, te aromatawai me te arotake, i ngā wāhanga ako <i>(Observation Focus 2)</i>	14
Arotahi Mātakitaki 3: Te kite, te āhukahuka me te urupare ki te ako a te ākongā <i>(Observation Focus 3)</i>	15
2. Te Aromatawai, te whakamahere, te whakaako, te arotake <i>(Assessing, planning, teaching, evaluating)</i>	16
Arotahi 1: He raupapa akoranga mō ngā rōpū maha <i>(Focus 1: Sequences of lessons for multiple groups of children)</i>	16
Arotahi 2: He raupapa akoranga mō ngā rōpū rahi me te akomanga katoa <i>(Focus 2: Sequences of lessons for larger groups / whole class)</i>	17
3. Te Whakamahere mō te Wā Poto - Short-Term Planning	18
Te 'Pānui-ā-waha' me ngā Pūkete Whai Haere	18
4. Te Whakaaroaro i tō Haratau Whakaako <i>(Reflecting on Personal Practice)</i>	19
5. Ngā Ngohe me Matua Tutuki #1 me te #2 – <i>Compulsory Tasks #1 and #2</i>	16
6. NGĀ MATAPAKI NGAIO KI TE TUMUAKI RĀTOU KO NGĀ HOAMAHI DISCUSSIONS WITH THE PRINCIPAL AND PROFESSIONAL COLLEAGUES	20
7. TE TIAKI TUHINGA NGAIO MAINTAINING DOCUMENTATION	21
8. TE AROMATAWAI I TE NOHO-Ā-KURA ASSESSMENT OF THE PRACTICUM	23
NGĀ TOHUTORO: REFERENCES	23
Te Puka Pūrongo Aromatawai Whaiaro a te Tauira <i>Student Teacher Self-Assessment Report Form Edpracm 204</i>	24
Papakupu noho-ā-kura <i>(Glossary of practicum terms)</i>	25

NOHO-Ā-KURA 2: EDPRACM 204 PRACTICUM

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. 2 days 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 three-week placement at the beginning of the school year.	Part B: An eight-week assessed practicum. 15-20 days of full responsibility for the learning programme.

NGĀ WHAKAPĀ I TE KURA AKORANGA ME TE TAUWHIRO TANGATA

FACULTY OF EDUCATION AND SOCIAL WORK CONTACTS

Auckland City Campus	Phone (09) 923 5025	
Dr Tauwehe Tāmāti: Kairuruku Noho ā-kura Practicum Coordinator	t.tamati@auckland.ac.nz	Ext 48705
Shima Mozafarian: Practicum Manager	s.mozafarian@auckland.ac.nz	Ext 48781
Selina Gukibau: Practicum Placement Coordinator	selina.gukibau@auckland.ac.nz	Ext 48452
Te Tai Tokerau Campus, Whangarei	Phone (09) 470 1000	
Heather Hewitt Practicum Placement Coordinator	heather.hewitt@auckland.ac.nz	Ext 83160

He kupu tīpoka mātuatua mā te pouako pīrere

Important notes for student teachers:

- **Attendance at on-campus lecture sessions.**
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 to not allow you a school practicum placement where we identify that you are not sufficiently prepared.**
This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to contact their practicum coordinator directly as soon as possible.
- **During practicum, student teachers must keep their student ID cards with them.**
- **Student teachers should expect to make up days absent during practicum to meet the TCANZ requirement for 120 days of practicum during their ITE programme.**
- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exception.**
- **All DELNA language requirements must be met prior to the final practicum placement.**

Te tiaki i te matatapuanga 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 New Zealand, 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.**

Attendance requirements 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).

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) Huarahi Māori 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: Noho-ā-kura 1 (7 weeks)
- Year 2 – EDPRACM 204: Noho-ā-kura 2 (6 weeks)
- Year 3 – EDPRACM 304: Noho-ā-kura 3 (11 weeks)

Requests for Leave during Practicum

At times, student teachers require leave during practicum (e.g., for prior arranged medical appointments). Applications for leave are made to the Practicum Co-ordinator on the *Request for Leave during Practicum* form at <https://www.forms.auckland.ac.nz/en/student/education-and-social-work/request-for-leave-during-practicum.html> - Requests **must be submitted in advance**.

In the case of sick leave, student teachers do not need to submit a request for leave but must advise their AT/school, PS and Practicum Co-ordinator 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 to meet the TCANZ requirement for 120 days of practicum during their ITE programme.

Te pūtake o te noho-ā-kura EDPRACM 204

The purpose of EDPRACM 204

EDPRACM 204 provides an opportunity for student teachers to focus on effective pedagogical practice that optimises the learning of children. It has a specific focus on:

- effective communication and relationships with children, colleagues, families and whānau.
- how pedagogical practice optimises children’s learning and is informed by research and practice.
- the behaviour and dispositions expected of professional teachers in Aotearoa-New Zealand.
- teaching in relation to contextual factors.

During EDPRACM 204 student teachers will work towards teaching the whole class and take full responsibility of the class programme for a *minimum of eight consecutive days*. Full-class responsibility requires the student teacher to organise, manage, plan for and teach the class using the associate teacher’s long-term plans and assessment information as a foundation. It is important that student teachers *work in collaboration with their associate teachers* to interpret the long term plans and construct a teaching/learning programme for the eight days that clearly shows a ‘flavour’ which is their own. This must not, however, compromise the intent and aim of the associate teacher’s long-term plans.

EDPRACM 204: He rārangi o ngā whakaritenga mā te pouako pīrere

List/summary of student teacher requirements

Before EDPRACM 204, I have...

Towards the end of EDPRACM 204, I have...

<ul style="list-style-type: none"> Attended/accessed all EDPRACM 204 on-campus sessions 	1a/b 2a/b 3a/b 4a/b	Taken full responsibility for the learning programme for 8 consecutive days
<ul style="list-style-type: none"> read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRACM 204 		<ul style="list-style-type: none"> documented discussions with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher's role -
<ul style="list-style-type: none"> organised my digital practicum file with clearly labelled sections 		<ul style="list-style-type: none"> completed ST self-assessment report sheets prior to the professional conversation LO1 LO2 LO3 LO4 LO5 completed progress check re Compulsory Task #2
<ul style="list-style-type: none"> made email contact with my school/ associate teacher (AT) and professional supervisor (PS) 	AT PS	<ul style="list-style-type: none"> contributed to my assessment for EDPRACM 204 during the professional conversation, referencing and justifying 3 pieces of evidence re LO2 from my digital practicum file
<ul style="list-style-type: none"> completed Compulsory Task #1 		<ul style="list-style-type: none"> completed my Reflective Summary, emailed this to my PS, met with my professional supervisor post-practicum to share my Reflective Summary and to confirm my final grade

During EDPRACM 204, I have...

<p>Observation Focus 1: Developing familiarity with classroom learning environment</p> <ul style="list-style-type: none"> documented information relating to the classroom environment 		<p>Assessing, planning, teaching, evaluating Focus 1: multiple groups</p> <ul style="list-style-type: none"> planned, taught, and evaluated lesson sequences for 3 groups in _____ 1 2 3 planned, taught, and evaluated lesson sequences for 3 groups in _____ 1 2 3
<p>Observation Focus 2: The teaching process in specific curriculum areas</p> <p>documented, and discussed at least 4 observations of my AT's teaching</p> <p>Observation Focus 3: Noticing, recognising, and responding to children's learning</p> <p>documented discussion with my AT about: purposes of assessment; recording/storage methods used; analysis of and responses to information collected</p> <ul style="list-style-type: none"> collected/analysed assessment information for three groups of children: _____ collected/analysed assessment information for three groups of children: _____ discussed assessment analyses with my associate teacher <ul style="list-style-type: none"> completed Week 3 progress check re Compulsory Task #2 	1 2 3 4	<p>Assessing, planning, teaching, evaluating Focus 2: larger groups/whole class</p> <ul style="list-style-type: none"> used collected/analysed assessment information to inform planned lesson sequences for a larger group/ whole class in two curriculum areas taught and evaluated two lesson sequences for a larger group/whole class documented discussion with my AT about relationships between assessment, planning, teaching & evaluating
	Gp 1 Gp 2 Gp 3	<ul style="list-style-type: none"> documented my own short-term/weekly planning (x6) read aloud to children <u>and</u> compiled and filed a 'Reading Log' administered and analysed two Running records (or pānui haere) <p>Reflecting on personal practice:</p> <ul style="list-style-type: none"> discussed my 'Next Steps' with my AT and documented these reflected on my personal practice using the professional reflection framework (x 2) recorded 2x IRIS videos (totalling no more than 30min), reflected and annotated on IRIS and shared with PS before ob.
	Gp 1 Gp 2 Gp 3	1 2 3 4 5 6 Log_____ 1 2
		1 2 3 4 5 1 2

NGĀ PUTANGA AKO ME NGĀ PAERU AROMATAWAI - *LEARNING OUTCOMES & ASSESSMENT CRITERIA*

	Ngā Putanga Ako - Learning Outcomes	Ngā Paeru Aromatawai - Assessment Criteria
1.	Te whakatū hononga ngaio me te whakawhiti kōrero whaihua ki ngā ākonga me ngā hoa mahi. Establish professional relationships and communicate effectively with ākonga and colleagues.	1.1 Effective communication with children, colleagues, parents/whānau is practiced consistently and reflected upon regularly. 1.2 Effective professional relationships within the educational community of the school are practiced consistently.
2.	Te whakaatu i te whakaharatau pūtoi ako whaihua e whakatairangatia ai te akoranga a te ākonga, e whakamōhiotia ana e te ariā, te rangahau me te marautanga. Demonstrate effective pedagogical practice that promotes ākonga learning and is informed by theory, research, current curriculum and practice.	2.1 Planning is informed by discussion about, and thoughtful analysis of, focused observations and assessment information in accordance with policy documents. 2.2 A variety of teaching/learning approaches to enhance children's learning are selected in an informed manner when planning and enacted in teaching. 2.3 Sequential teaching/learning experiences are planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class. 2.4 Children's social competence is fostered by strategies that are contextually appropriate and consistently applied. 2.5 Bicultural practices and diversity are considered when planning for learning.
3.	Te whakaatu me te whakaaroaro i ngā haepapa me ngā aronga e hiahia nuitia ana e te kaiako ngaio i Aotearoa. Demonstrate and reflect on the responsibilities and dispositions expected as a professional teacher in Aotearoa New Zealand.	3.1 Positive personal and professional responsibilities are demonstrated appropriately. 3.2 Requirements stipulated by the Teaching Council (<i>Code of Professional Responsibility, Standards for the Teaching Profession</i> and <i>TātaiReo</i>) are demonstrated appropriately. 3.3 Practicum-related professional development 'next steps' are identified, actioned and evaluated effectively. 3.4 Opportunities for professional growth are recognised and appropriate procedures to capitalise upon these are identified, and critically reflected upon.
4.	Te whakamārama i te pānga me ngā tukunga iho o ngā pīroiroitanga ā-horopaki ki te ako me te whakaako. Explain how significant contextual complexities have implications for teaching and learning.	4.1 The implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner.
5.	Te whakamahi i te reo Māori e hāngai ana ki te horopaki noho-ā-kura. Use te reo Māori discourse appropriate to practicum context.	5.1 Use te Māori language skills and knowledge effectively to facilitate the teaching and learning process. 5.2 Use the systems of the Māori language to facilitate exploration and learning through meaningful contexts. 5.3 Use Māori language skills and knowledge appropriately to facilitate learning of and through te ao Māori.

EDPRACM 204: He tirohanga whānui ki ngā tūranga me ngā haepapa matua

EDPRACM 204: An overview of key roles and responsibilities

	Ngā Haepapa o te Pouako Pīrere <i>Student Teacher (ST) Responsibilities</i>	Ngā Haepapa o te Pouhāpai <i>Associate Teacher (AT) Responsibilities</i>	Ngā Haepapa o te Poutoro <i>Professional Supervisor (PS) Responsibilities</i>
Week One LOs 1 3 5 KTT2, 3, 10, 11	<ul style="list-style-type: none"> ▪ Introduce yourself to your AT and the class ▪ Share your summary of the LOs (Putanga Ako) for EDPRACM 204 with AT and PS <p>Negotiate time frame for addressing practicum requirements with AT including 8 days full responsibility - complete a plan</p> <ul style="list-style-type: none"> ▪ Observation Focus 1: <ul style="list-style-type: none"> - discuss findings with AT at the end of week ▪ Observation Focus 2: ▪ Arrange a time to meet with AT to discuss assessment ▪ Observation Focus 3: <ul style="list-style-type: none"> ▪ Clearly identify your teaching responsibilities on your AT's weekly plan for this week and for weeks 2 – 6 ▪ Principal Discussion Organisation <ul style="list-style-type: none"> ▪ Organise a time over the next seven weeks to meet with the principal to have a discussion (all students at the school meet with the principal at the same time) 	<ul style="list-style-type: none"> ▪ Discuss practicum requirements with ST including the period of PR – negotiate time frame for addressing these ▪ Share and discuss pertinent planning templates, class, and school information ▪ Identify expectations as to where, when, and how planning is completed ▪ Discuss STs findings re Observation Focus 1 ▪ Arrange times for ST to observe/discuss my teaching process (Observation Focus 2) ▪ Arrange a time to meet with ST to discuss assessment ▪ Arrange times for ST to observe/assess/discuss ākongā learning (Observation Focus 3) ▪ Give verbal feedback on ST's observed use of te reo Māori during classroom interactions 	<ul style="list-style-type: none"> ▪ Conduct initial group visit via Zoom (can be all students and ATs from various schools at the same time) ▪ Check digital practicum file is organised and accessible. Provide feedback on organisation where required. ▪ Check Compulsory Task #1 is completed. ▪ Arrange observation visits for week 4 or 5 and professional conversations for week 6.
Week Two LOs 1 2 3 5 KTT1, 2, 3, 4, 5, 7, 9, 10, 11	<ul style="list-style-type: none"> ▪ Observation Focus 2: <i>continued...</i> ▪ Observation Focus 3: <i>continued...</i> ▪ Assessing/planning/teaching/evaluating Focus 1: Sequences of lessons for multiple groups of ākongā eg. 1x Pāngarau group and 1x Te Reo Matatini group *sequence = 3x lessons (minimum) 	<ul style="list-style-type: none"> ▪ Continue to give written and/or verbal feedback on observed teaching paying particular attention to ST use of te reo Māori and their use of questioning in learning conversations with ākongā. ▪ Discuss ST's focused observations re Observation Focus 2 particularly ST's identified implications for their own teaching. 	<ul style="list-style-type: none"> ▪ Check Reflection #1 and provide 'light' feedback.

	<ul style="list-style-type: none"> ▪ Reflection #1: ▪ Complete a reflection on a 'moment of uncertainty' faced over first 2 weeks of practicum. Share with ST and PS and sent to PS for feedback 	<ul style="list-style-type: none"> ▪ Discuss ST's focused observations re Observation Focus 3 particularly ST's comments re RECOGNISE and RESPOND. ▪ Share and discuss the ATs plans for teaching groups eg. in Pāngarau and Te Reo Matatini ▪ Read through ST planning for groups, suggest improvements/modifications and approve implementation. 	
<p>Week Three</p> <p>LOs 1 2 3 4 5</p> <p>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<ul style="list-style-type: none"> ▪ Assessing/planning/teaching/evaluating Focus 1: <i>continued...</i> Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups ▪ Assessing/planning/teaching/evaluating Focus 2: <i>continued...</i> Sequences of lessons for a larger group/whole class for one other curriculum area (i.e., other than Te Reo Matatini or Pāngarau) ▪ Take responsibility to organise and manage the whole class for a block or blocks of the day using both own planning and AT planning. ▪ Share progress re Compulsory Task #2 with AT and PS ▪ Record 2 videos of teaching (to a maximum total of 30 minutes) to annotate and reflect on using the IRIS tool and share with PS for their feedback. 	<ul style="list-style-type: none"> ▪ Continue to give written and/or verbal feedback on observed teaching paying particular attention to ST use of te reo Māori and their use of questioning in learning conversations with ākonga. ▪ Read through ST planning for groups, suggest improvements/modifications and approve implementation. ▪ Give written and/or verbal feedback on observed planning/teaching of groups. ▪ Read through ST sequence planning for larger group/whole class, suggest improvements/modifications and approve implementation. ▪ Give written and/or verbal feedback on observed planning/teaching/evaluation and management aspects of larger groups/whole class. 	<ul style="list-style-type: none"> ▪ Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required. ▪ Check Compulsory Task #2 and provide 'light' feedback. ▪ Provide feedback on IRIS videos that are shared and annotated by students. Maximum 30 minutes with total of 2 videos over whole practicum.
<p>Week Four</p> <p>LOs 1 2 3 4 5</p> <p>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<p>Building towards your period of full control:</p> <ul style="list-style-type: none"> ▪ Assessing/planning/teaching/evaluating Focus 1: <i>continued...</i> Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups ▪ Assessing/planning/teaching/evaluating Focus 2: <i>continued...</i> Sequences of lessons for a larger group/whole class for another curriculum area (i.e. not Te Reo Matatini or Pāngarau) 	<ul style="list-style-type: none"> ▪ Continue to give written and/or verbal feedback on observed teaching paying particular attention to ST use of te reo Māori and their use of questioning in learning conversations with ākonga. ▪ Read through ST planning and approve implementation. ▪ Give written and/or verbal feedback on planning, observed teaching, assessment, evaluation, and management. 	<ul style="list-style-type: none"> ▪ Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required. ▪ Check Reflection #2 and provide 'light' feedback. ▪ provide feedback on IRIS videos that are shared and annotated by students.

	<ul style="list-style-type: none"> Take responsibility to organise and manage the whole class for two whole days using own planning teach/assess children and evaluate their learning and your own teaching in an ongoing way <p>Prepare for observation visit in either week 5 or 6.</p> <ul style="list-style-type: none"> Record 2 videos of teaching (to a maximum total of 30 minutes) to annotate and reflect on using the IRIS tool and share with PS for their feedback. 	<p>*Act in 'teacher-shadow' role and monitor the student teacher's daily programme and remind them of any procedures that may need to be addressed.</p> <p>Prepare provisional AT section of Assessment Report for professional conversation in either week 5 or 6.</p>	<p>Maximum 30 minutes with total of 2 videos over whole practicum</p> <p>Confirm Observation visits and professional conversations for week 5 or 6.</p>
<p>Weeks Five and Six</p> <p>LOs 1 2 3 4 5</p> <p>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<p>Prior to professional conversation prepare ST Self-assessment Report by collating evidence in relation to each LO to share during professional conversation in week 7.</p> <ul style="list-style-type: none"> Take full responsibility to organise and manage the whole class for 8 consecutive days using own planning. Reflection #2: Complete a reflection on a 'moment of uncertainty' faced over past 2 weeks of practicum. Share with AT and sent to PS for feedback. 	<p>Prior to professional conversation: Note comments in AT's section of Assessment Report, supported by evidence in relation to each LO, to share during professional conversation in week 7.</p> <ul style="list-style-type: none"> Read through ST planning and approve implementation. Give written and/or verbal feedback on planning, observed teaching, management. 	<p>Observation visit for week 5 or 6 - PS visits and observes ST teaching. Quick chat after teaching of noticings/ observations. Set up zoom link and share for professional conversation.</p> <ul style="list-style-type: none"> Check Reflection #2 and provide 'light' feedback.
<p>Week Seven</p> <p>LOs 1 3 4</p> <p>KTT9</p>	<p>Prior to professional conversation: prepare ST Self-assessment Report by collating evidence in relation to each LO to share during professional conversation in week 7.</p> <ul style="list-style-type: none"> Share progress re Compulsory Task #2 with AT and PS Negotiate with AT specific lessons to teach to further refine practice. Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections. <p>Post practicum:</p> <ul style="list-style-type: none"> Share Reflective summary with PS during debriefing 	<p>Prepare provisional AT section of Assessment Report for professional conversation in week 7.</p> <ul style="list-style-type: none"> Complete AT section of Assessment Report and send to either in-school practicum coordinator or PS 	<p>Professional Conversation via Zoom - provides feedback, facilitates professional conversation, identifies LOs achieved and documents summary comments from professional conversation</p> <ul style="list-style-type: none"> Check Compulsory Task #2 and provide 'light' feedback <p>Post practicum:</p> <ul style="list-style-type: none"> PS debriefs ST (Zoom or a face-to-face meeting with STs), shares final Practicum Report, notes ST's 'next steps,' confirms final grade,' submits documentation to Practicum Office (copies also sent to ST)

All templates available in Google Drive folder - <https://drive.google.com/drive/folders/1P9uXLgyORmu22AfeOagz2IMtDaP83non?usp=sharing>

KEY TEACHING TASKS

BACHELOR OF EDUCATION (TEACHING) HUARAHI MĀORI

Key Teaching Tasks Huarahi Māori BEd		Direct supervision (Beginning)	Indirect supervision (Developing)	Independent (Proficient)	Links to standards	Links to <i>Tātai Reo</i>
1	Supports the implementation of localised curriculum design that is responsive to the needs and priority of ākonga and whānau/ community.	With support from mentor/associate teacher, designs programmes of learning that draw on localised curriculum, embedding student's learning experiences in local contexts, uara, tikanga, pūrākau, mātauranga and resources that are responsive to the needs and priority of ākonga and whānau/community. These are selected in consultation with mentor/associate teacher.	Designs and teaches programmes of learning that draw on localised curriculum, embedding student's learning experiences in local contexts, uara, tikanga, pūrākau, mātauranga and resources that are responsive to the needs and priority of ākonga and whānau/community.	Confidently designs and teaches programmes of learning that draw on localised curriculum, embedding student's learning experiences in local contexts, uara, tikanga, pūrākau, mātauranga and resources that are responsive to the needs and priority of ākonga and whānau/ community.	Te Tiriti o Waitangi partnership Design for learning Teaching Learning-focused culture	Kia Ora te Reo KOTR3 - have specific strategies to contribute to the sustainability of reo ā-iwi.
2	Communicates using the appropriate reo Māori function i.e., giving instructions, area of learning, and learning context.	Communicates using the appropriate reo Māori function that is generally clear and appropriate to ākonga age and capabilities.	Communicates using the appropriate reo Māori function that is clear and appropriate to ākonga age/capabilities.	Consistently communicates using the appropriate reo Māori function precisely and appropriate to ākonga age and capabilities.	Te Tiriti o Waitangi partnership Teaching Learning-focused culture	Kia Rere te Reo can adjust language and how it is expressed to suit different levels of ākonga and situations. communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement. Kia Tika te Reo use a range of general and specific vocabulary items competently and correctly in Māori. Kia Ora te Reo are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.
3	Utilises second language teaching pedagogy to support effective teaching and learning in the medium of te reo Māori.	With guidance, trials and refines second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori.	Uses a range of second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori that are appropriate for the ākonga and the context.	Confidently uses second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori that are appropriate for the ākonga involved, the moment and the context.	<ul style="list-style-type: none"> • Te Tiriti o Waitangi partnership • Learning-focused culture • Professional learning • Design for learning • Teaching • Professional Relationships 	Kia Tika te Reo speak te reo Māori competently with correct pronunciation, stress and intonation. Kia Ora te Reo utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori.

4	Interprets assessment data from a range of sources (e.g., relevant norm referenced testing, recent formative information, observations) to accurately identify ākongā learning needs/strengths in current learning foci in te reo matatini and pāngarau	Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākongā learning needs/strengths in current learning foci in te reo matatini and pāngarau	With support, interprets assessment data, including relevant norm referenced testing and recently gathered formative information, to identify ākongā learning needs/strengths in current learning foci in te reo matatini and pāngarau.	Discusses with colleagues, own interpretation of assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to accurately identify ākongā learning needs/strengths in current learning foci in te reo matatini and pāngarau.	Design for learning Professional learning	Kia Rere te Reo KRTR6 - communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.
5	Designs and teaches sequences of lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and assessment information, and incorporate thoughtfully selected teaching approaches and resources (including digital resources) to connect with and engage diverse ākongā (differentiation).	With support from mentor/associate teacher, designs and teaches lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and knowledge of ākongā learning needs/ strengths. Teaching approaches and resources (including digital resources) that connect with and engage diverse ākongā are selected in consultation with mentor/associate teacher.	Designs and teaches sequences of lessons with clear learning intentions and success criteria that draw on key curriculum documents, learning progressions, and incorporate teaching approaches and resources (including digital resources) that connect with and engage diverse ākongā (differentiation).	Confidently designs and teaches sequences of lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and assessment information, and incorporate thoughtfully selected teaching approaches and resources (including digital resources) to connect with and engage diverse ākongā (differentiation).	Design for learning Teaching Learning-focused culture	Kia Rere te Reo communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.
6	Adapts teaching strategies to meet ākongā needs within teaching sessions (adaptive expertise).	Reflects on teaching sessions and mentor feedback comments to identify ways to adapt teaching strategies to meet ākongā needs in subsequent teaching sessions.	Shows willingness to deviate from planning and adapt teaching strategies to meet ākongā needs within teaching sessions.	Confidently adapts teaching strategies to meet ākongā needs within teaching sessions (adaptive expertise).	Teaching Professional learning	Kia Rere te Reo can explain complex topics, clearly and accurately. Kia Tika te Reo can facilitate higher level thinking in ākongā e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.
7	Regularly engages in conversations with ākongā and their whānau about ākongā learning to determine appropriate next learning steps.	Provides time for ākongā and their whānau to reflect on ākongā learning at the end of learning and teaching sessions and uses this to inform decisions about next learning steps.	Plans for and implements opportunities for ākongā and their whānau to discuss ākongā learning and uses this to inform decisions about next learning steps.	Plans for and regularly engages in conversations with ākongā and their whānau about ākongā learning to determine appropriate next learning steps.	Design for learning Teaching	Kia Rere te Reo can adjust language and how it is expressed to suit different levels of ākongā and situations. Kia Tika te Reo use a range of general and specific vocabulary items competently and correctly in Māori. speak te reo Māori competently with correct pronunciation, stress and intonation.

						Kia Māori te Reo can describe and explain Māori specific experiences relevant to a range of learning contexts.
8	Organises the learning environment to accommodate multiple learning configurations and varied learning experiences	In collaboration with the mentor/associate teacher, organises the learning environment to accommodate multiple learning configurations and varied learning experiences.	With guidance, organises the learning environment to accommodate multiple learning configurations and varied learning experiences.	Confidently organises the learning environment to accommodate multiple learning configurations and varied learning experiences.	Learning-focused culture Teaching	Kia Māori te Reo can describe and explain Māori specific experiences relevant to a range of learning contexts.
9	Critically reflects on the impact of own teaching actions on ākonga, 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 alternative actions and approaches, adjusts practice where required and justifies changes made.	Critically reflects on the impact of own teaching actions on ākonga, adjusts practice where required and justifies changes made.	Professional learning Learning-focused culture	Kia rere te Reo can explain complex topics, clearly and accurately.
10	Develops positive learning focused relationships with ākonga, their whānau and colleagues.	Engages in conversations with ākonga, their whānau and colleagues to develop positive learning focused relationships.	Initiates conversations to develop positive relationships with ākonga, their whānau and colleagues.	Confidently initiates conversations to develop positive relationships with ākonga, their whānau and colleagues.	Professional relationships Learning-focused culture	Kia Rere te Reo communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement. Kia Māori te Reo have a range of appropriate language to encourage, motivate and praise ākonga. Kia Ora te Reo utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori
11	Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus.	Plans time for ākonga contributions to and questions about the learning focus during teaching/learning sessions.	Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus.	Models listening as well as talking by regularly encouraging ākonga contributions to and questions about the learning focus.	Teaching Learning-focused culture Professional relationships	Kia Tika te Reo use a range of discourse strategies and language structures competently in te reo Māori. Kia Māori te Reo have a range of appropriate language to encourage, motivate and praise ākonga.
12	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.	Uses a range of positive, effective management techniques that are appropriate for the ākonga and the context.	Confidently uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context.	Teaching Learning-focused culture Professional relationships	Kia Rere te Reo communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement. Kia Māori te Reo have a range of appropriate language to encourage, motivate and praise ākonga. use a range of figurative, colloquial and metaphoric features of Māori language competently and appropriately in teaching and learning contexts.

13	Can adjust language and how it is expressed to suit different levels of ākonga and learning contexts.	With support, adjusts language and how it is expressed to suit different levels of ākonga and learning contexts	Authentically adjust language and how it is expressed to suit different levels of ākonga and learning contexts	Authentically and proactively adjust language and how it is expressed to suit different levels of ākonga and learning contexts	Te Tiriti o Waitangi partnership Design for learning	<p>Kia Rere te Reo can adjust language and how it is expressed to suit different levels of ākonga and situations</p> <p>can explain complex topics, clearly and accurately.</p> <p>Kia Tika te Reo use a range of general and specific vocabulary items competently and correctly in Māori.</p> <p>Kia Ora te Reo have specific strategies to contribute to the sustainability of reo ā-iwi.</p> <p>are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.</p>
14	Seeks, processes, and acts on feedback about ways to improve/refine practice to better support ākonga learning	Accepts and acts on feedback about ways to improve/refine practice to support ākonga learning	Listens to, processes, and acts on feedback about ways to improve/refine practice to better support ākonga learning	Seeks, processes, and acts on feedback to improve/refine practice to better support ākonga learning	Professional learning Learning-focused culture Teaching	

1. TE MĀTAKITAKITANGA (OBSERVING)

Arotahi Mātakitaki 1: Te whakawhanake mōhio ki te taiao ako o te akomanga *Observation Focus 1: Developing familiarity with the classroom learning environment*

During the **first week** of the practicum use your own observations as well as opportunities to **ask children and your associate teacher questions** that will enable you to quickly discover the following:

- the composition of the class (note the diversity and range of learners within the class)
- what children are learning/have learnt
- how children's learning is organised (e.g. class timetable, various groupings)
- what established classroom routines are in place (e.g. transitioning between tasks)
- how the classroom culture is designed to ensure the safety and wellbeing of the children
- the beliefs your associate teacher holds about learners and learning

Record your findings about each aspect (above) and seek your associate teacher's responses to the following questions:

- How can a teacher effectively address the needs of diverse learners within the classroom?
- What beliefs about learning and learners inform her/his teaching practice?

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** focused observations of your associate teacher in at least **two** curriculum areas. Use the template at drive.google.com to document your observations.

Before each observation:

- Briefly discuss the assessment information and planning decisions made by your associate teacher in preparation for teaching the lesson.
- With the support of your AT,
 - identify a **focus question** for your observation.
 - discuss the intended learning and the learning experiences that your associate teacher has planned for the lesson.

During each observation:

- record **deliberate teacher actions** related to the **focus question** and the intended learning.

Following each observation:

- discuss information collected from your observation with your associate teacher by asking carefully formulated questions to help clarify your understanding.
- record the key points from your discussion including some 'next steps' for your own practice (e.g. further observation, planning for teaching a group, leading a class session).

Arotahi Mātakitaki 3:

Te kite, te āhukahuka me te urupare ki te ako a te ākonga (arā, te mātakitaki me te aromatawai i ngā pāhekohekotanga o te ākonga me te pouhāpai)

Observation Focus 3:

Noticing, recognising and responding to children's learning

(i.e. observing & assessing learners during learner / associate teacher interactions)

Complete **six observations of your associate teacher teaching groups** in **two** curriculum areas (e.g. **three** Te Reo Matatini groups and **three** Pāngarau groups).

Use the 'Notice, recognise and respond' template at drive.google.com to document your observations.

Before beginning this task discuss and document the following aspects with your associate teacher:

- the different purposes of assessment, the different methods used to collect assessment information, how and when the information is recorded, analysed and used.

Before each observation, ask your associate teacher to:

- identify and explain the learning intentions and learning experiences for each lesson.

During each observation:

Record on your template the following assessment information about individual children within each group as they interact with your AT and each other during the session:

- briefly describe what you **noticed** about each child's learning in relation to the learning intentions and record evidence that indicates learning.
i.e. What did you see? What did you hear?
- identify what you **recognise** as being significant for each child and her/his learning eg. *asking questions, responding to questions, engagement*.
- identify how you will **respond** to the children in your planning and teaching; record key points for your future planning as well as possible feedback you might give each child.

Following each observation:

- discuss your findings with your associate teacher and confirm 'next steps' for children's learning, and for your own teaching/learning.
- collaboratively plan the next lesson with your AT.

2. TE AROMATAWAI, TE WHAKAMAHERE, TE WHAKAAKO, TE AROTAKÉ *ASSESSING, PLANNING, TEACHING, EVALUATING*

Summary:

During EDPRACM 204, you will be involved in assessment, planning, teaching, and evaluating. You will need to provide documented evidence of:

- sequences of lessons for multiple groups of children in **two curriculum areas** and related assessment information.
- a sequence of lessons for a larger group of children/the whole class in **at least one other curriculum area** and related assessment information.
- short-term/weekly planning.
 - ❖ Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.
 - ❖ The lesson sequence template at drive.google.com can be used for planning lesson sequences.
 - ❖ Assess, plan, teach, and evaluate in as many areas of the curriculum as possible (**a minimum of three**) including, where possible, Pāngarau and Te Reo Matatini.
 - ❖ Include **multiple group management** (of at least two groups) within your practicum teaching experience.
 - ❖ Gradually work towards taking full responsibility for planning, teaching, and managing the class learning programme for **8 consecutive days**.

Arotahi 1: He raupapa akoranga mō ngā rōpū maha

Assessing/planning/teaching/evaluating

Focus 1: Sequences of lessons for multiple groups of children

Negotiate with your associate teacher to plan, teach, and evaluate 3-4 consecutive lessons for the same groups of children you observed for Observation Focus 3.

Before planning lesson sequences for multiple groups:

- review the assessment information you collected, documented, and discussed from Observation Focus 3.
- discuss and clarify key points for your future direction with your associate teacher.
- use this information to inform your planning **giving consideration to individuals** within each group who might need particular teacher attention.
- share your planning in advance with your associate teacher.

During each lesson in the sequence:

- based on **your interactions with the children** as you teach each lesson, continue to **assess, and evaluate their learning (and your own teaching) in an on-going manner.**

Following each lesson in the sequence:

- **annotate each lesson plan** to include new assessment information i.e. What did you **notice** about each child's learning? What do you **recognise** as being significant for each child and her/his learning?
- use this information and your evaluations to inform your lesson sequence planning and teaching i.e. How will you **respond** to these children in your planning and teaching?

Arotahi 2: He raupapa akoranga mō ngā rōpū rahi me te akomanga katoa

Focus 2: Sequences of lessons for larger groups and/or whole class

In collaboration with your associate teacher, prepare **two sequences of lessons** (units/long-term plans) in **two other curriculum areas** (i.e. other than Reading and Maths) that you will teach to a larger group and/or the whole class

Before planning lesson sequences for a larger group and/or the whole class:

- discuss the learning intentions/ success criteria for the lesson sequences
- discuss with your associate teacher **one** possible assessment activity that you might include in each sequence of lessons to gather **assessment information** from the larger group/ the class, in relation to the intended learning intentions and success criteria
- share your planning in advance with your associate teacher

During each lesson in the sequence:

- based on children's responses to your planned assessment activity (i.e. assessment information/evidence), continue to assess and evaluate **your teaching (and their learning)** in an on-going manner

Following each lesson in the sequence:

- **annotate each lesson plan** to include new assessment information i.e. What **information/ evidence*** did your planned assessment activity **reveal/ elicit** for you in relation to the learning intentions/success criteria? What **interpretation** can you make of this **information/evidence?**
- use this information and your evaluations to inform your subsequent lesson planning and teaching
i.e. What future planning and teaching **actions** do you now need to take to enhance learning for these children?

** As you teach each lesson sequence, continue to discuss and/or clarify key points for your future action and direction with your associate teacher.*

Document follow-up discussion with your associate teacher:

- What have you learnt about the ways these two types of assessment can be used to enhance children's learning? i.e. assessing learners during learner / teacher interactions and assessing learners using planned assessment activities.
- What you have learnt about the relationship between assessing, planning, teaching, and evaluating?

3. TE WHAKAMAHERE MŌ TE WĀ POTO - SHORT-TERM PLANNING

- in consultation with your associate teacher, identify a planning format that is suitable for documenting **short-term/weekly** planning
- use this format to note both your associate teacher's and your own teaching responsibilities throughout the practicum i.e., six weekly plans
- show appropriate links between your short-term planning and long-term planning

Te 'Pānui-ā-waha' me ngā Pūkete Whai Haere

'Read alouds' and Running Records

- Select and read appropriate pieces of children's literature (e.g. picture book, novel, big book, poetry, etc.) to the class as often as possible.
- Record the titles in a 'Reading Log' for future reference giving each a rating of 1-5.
- Arrange with your AT to administer and analyse at least two pānui haere / running records or, if you are working with older, more fluent readers, you may need to request that you administer and analyse at least two PROBE tests (Note: HAURAPA is not a recommended tool).
 - If possible, discuss your analyses and the 'where to next' decisions you make for each student with your AT.

He kupu tīpoka mā te Pouhāpai - Important note for Associate Teachers:

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 important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth. It is a Ministry of Education requirement that a class always remains under the supervision of an employed teacher 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 room.

4. TE WHAKAAROARO I TŌ HARATAU WHAKAAKO

REFLECTING ON PERSONAL PRACTICE

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**.

- Some of your reflective practice will take the form of **discussions** with your AT, PS and other colleagues. These discussions will help you to clarify your thinking, make links to theory and research, refine your practice, and examine your beliefs about teaching and learning. **Keep notes from reflective discussions** in your practicum file to share with your poutoro.
- Each week discuss with your AT a **focus for your own professional development** and record this. At the end of the week, reflect on and record your progress with your AT and identify your focus for the following week.
- During the practicum, record at least **two professional reflections** focussing on your own practice. Use the framework outlined in the reflection template at drive.google.com (Pohatu, 2013; Smyth, 1991) to:

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 AT and other colleagues.

ACT – What actions could I have taken? Why? What action will I take in future?

- consider different possible actions, then briefly outline your selected action plan.

NB: Discuss your first reflection with your associate teacher and email it to your professional supervisor for feedback.

➤ IRIS Video

Record 2x video using the IRIS tool (totalling no more than 30 minutes) in weeks three or four of the practicum. These are done before your visit from your professional supervisor so they have some background on what you have been working on and where they can focus their observation.

Before the lesson

- Decide what part of your practice you are going to focus and reflect upon
- Plan the lesson and share your planning with your AT
- Practice setting up the camera (for the best angle to share your selected focus)

During the lesson

- based on *your interactions with the children* as you teach each lesson, continue to *assess and evaluate their learning (and your own teaching) in an on-going manner*.

After the lesson

- Upload the video to IRIS
- Annotate and comment on your teaching, in relation to your focus

- Share the video with reflection to your Professional Supervisor (you may also want to share it with your AT and get their feedback, but this is not essential).

Note: You may record and annotate more than 2 videos (totalling 30 minutes maximum) to IRIS. Your professional supervisor will only watch and provide feedback on a maximum of 30 min.

➤ Reflective summary

Prior to your end-of-practicum debrief meeting with your poutoro, complete a Reflective Summary considering your professional learning and development during EDPRACM 204. *Use the template at drive.google.com to document your responses to the following questions:*

- What have I learnt about the role of teacher in relation to assessment and catering for diverse learners? (LOs 1/2/3/5)
 - What specific contextual factors impacting teaching and learning have I encountered during practicum and how effective was my response to them? (LO4)
 - What are key areas for my development as an inquiring teacher in Aotearoa/NZ for my next practicum? (LOs 3/5)
- share your Reflective Summary with your professional supervisor (poutoro) as part of the debriefing process

5. NGĀ NGOHE ME MĀTUA TUTUKI #1 ME TE #2 COMPULSORY TASKS #1 AND #2

Compulsory Task #1: Pre-practicum

In the template provided at drive.google.com, identify and describe four ways that you could evidence your achievement of each learning outcome to optimise your professional learning.

Criteria:

- four appropriate examples of evidence are identified for each learning outcome
- examples noted are designed to optimise own learning on practicum

Share your completed task with your associate teacher and with your professional supervisor during her/his initial visit. It will be assessed by your professional supervisor as part of your practicum documentation.

Compulsory Task #2: During the practicum

Throughout the practicum, keep a record of your progress with respect to each of the “Key Teaching Tasks” using the form Compulsory Task #2 at drive.google.com.

Discuss your progress with your AT and PS in relation to the KTTs during Week 3 and again prior to your professional conversation.

6. NGĀ MATAPAKI NGAIO KI TE TUMUAKI RĀTOU KO NGĀ HOAMAHI

DISCUSSIONS WITH THE PRINCIPAL AND PROFESSIONAL COLLEAGUES

It is anticipated that during each practicum **the principal** (or her/his representative) meets with student teachers to discuss the broader dimensions of school life that impact on the teaching role. You should be **prepared with questions for discussion and record a short summary** of the responses related to such aspects as:

- the teacher's role/responsibilities within the school community
- how Te Marautanga o Aotearoa (Te Tāhuhu o te Mātauranga, 2017), Te Marautanga o Te Aho Matua (Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, 2015), or The New Zealand Curriculum (Ministry of Education, 2017) are being implemented within the school
 - the school policies/procedures relating to assessment (recording and reporting)
 - the social, cultural, ethical, and political factors that impact on decision-making and curriculum implementation
 - policies/practices in place to support educational achievement of Māori and Pasifika learners
 - ways the school is inclusive and responsive to diverse learners and their families/whānau
 - ways the school makes connections with its community to support children's learning

You should also engage your **associate teacher and other professional colleagues** in discussions to learn about the beliefs which inform their professional actions, their classroom practices, and the teaching/learning decisions they make. **Use opportunities to discuss and record notes about your conversations:**

- the variety and complexity of the teacher's role and responsibilities, i.e., activities/tasks that classroom teachers are involved in professionally within the classroom/school environment
- how nationally mandated curriculum and the school's localised curriculum are being implemented within the classroom programme
- the implementation of school policies/procedures relating to assessment
- how teachers plan for and organise the class to optimise learning for diverse learners
- ways home-school partnerships are fostered to support children's learning

7. TE TIAKI TUHINGA NGAIO - *MAINTAINING DOCUMENTATION*

You are expected to maintain a high standard of documentation as would be expected of a professional. We encourage you to personalise your digital practicum file/folder and to **organise** it in a way that is meaningful for you, but it must be **accessible** and **well-maintained**. It could include the following clearly labelled sections:

- Compulsory Tasks #1 and #2 – see descriptions on page 20.
- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes

- School and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal and other school colleagues
- Specific practicum tasks
 - i.e., Te Mātakitakitanga (observing); te aromatawai, te whakamahere, te whakaako, te arotake (assessing, planning, teaching, evaluating) and ngā mahi whakaaroaro (reflecting tasks; see pp.14-20).
- Short-term (weekly) planning – for the duration of the practicum (associate teacher's and own plans) - Long-term planning (lesson sequences) for groups, larger groups/ whole class
- Professional Reflections and 'Next Steps' sheets
 - Associate teacher's observations/feedback, notes from discussions with associate teacher
 - Associate teacher's assessment information and planning e.g., term overviews/unit plans (copies)
 - Resource materials developed/collected for personal teaching during practicum

8. TE AROMATAWAI I TE NOHO-Ā-KURA - ASSESSMENT OF THE PRACTICUM

The final decision about pass/fail will be made and recorded by the professional supervisor based on the documentation and material supplied as evidence of your achievement of the learning outcomes (inclusive of specified Standards and KTTs), when you return to the faculty.

NGĀ TOHUTORO REFERENCES

- Ministry of Education. (2017). *The New Zealand Curriculum*. Learning Media.
- Pohatu, T. (2013). Āta: Growing respectful relationships. *Āta: Journal of Psychotherapy Aotearoa New Zealand*, 17(1), 13-26. <https://doi.org/10.9791/ajpanz.2013.02>
- Smyth, J. (1991). *Teachers as collaborative learners: Challenging dominant forms of supervision*. Open University Press.
- Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa. (2015). *Te Marautanga o Te Aho Matua*.
- Te Tāhuhu o Te Mātauranga. (2017). *Te Marautanga o Aotearoa*. Learning Media.

PUKA PŪRONGO AROMATAWAI WHAIARO HEI WHAKAKĪ MĀ TE TAUIRA
STUDENT TEACHER SELF-ASSESSMENT REPORT FORM FOR EDPRACM 204

Putanga Ako <i>Learning Outcome</i>	Paearu Aromatawai <i>Assessment Criteria</i>	Pitopito kōrero / Taunaki <i>Comment/Evidence</i>
<p>1. <i>Establish professional relationships and communicate effectively with ākongā and colleagues.</i></p> <p><i>Learning Outcome 1 has been</i></p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not achieved</p>	<p>1.1 Effective communication with children, colleagues, parents/whānau is practiced consistently and reflected upon regularly.</p> <p>1.2 Effective professional relationships within the educational community of the school are practiced consistently.</p>	
<p>2. <i>Demonstrate effective pedagogical practice that promotes ākongā learning and is informed by theory, research, current curriculum and practice.</i></p> <p><i>Learning Outcome 2 has been</i></p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not achieved</p>	<p>2.1 Planning is informed by discussion about, and thoughtful analysis of, focused observations and assessment information in accordance with policy documents.</p> <p>2.2 A variety of teaching/learning approaches to enhance children’s learning are selected in an informed manner when planning, and enacted in teaching.</p> <p>2.3 Sequential teaching/learning experiences are planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class.</p> <p>2.4 Children’s social competence is fostered by strategies that are contextually appropriate and consistently applied.</p> <p>2.5 Bicultural practices and diversity are considered when planning for learning.</p>	
<p>3. <i>Demonstrate and reflect on the responsibilities and dispositions expected as a professional teacher in Aotearoa/ New Zealand.</i></p> <p><i>Learning Outcome 3 has been</i></p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not achieved</p>	<p>3.1 Positive personal and professional responsibilities are demonstrated appropriately.</p> <p>3.2 Requirements stipulated by the Teaching Council (<i>Code of Professional Responsibility, Standards for the Teaching Profession</i> and <i>TātaiReo</i>) are demonstrated appropriately.</p> <p>3.3 Practicum-related professional development ‘next steps’ are identified, actioned and evaluated effectively.</p> <p>3.4 Opportunities for professional growth are recognised and appropriate procedures to capitalise upon these are identified, and critically reflected upon.</p>	
<p>4. <i>Explain how significant contextual complexities have implications for teaching and learning.</i></p> <p><i>Learning Outcome 4 has been</i></p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not achieved</p>	<p>4.1 The implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner.</p>	
<p>5. <i>Use te reo Māori discourse appropriate to practicum context.</i></p> <p><i>Learning Outcome 5 has been</i></p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not achieved</p>	<p>5.1 Use te Māori language skills and knowledge effectively to facilitate the teaching and learning process.</p> <p>5.2 Use the systems of the Māori language to facilitate exploration and learning through meaningful contexts.</p> <p>5.3 Use Māori language skills and knowledge appropriately to facilitate learning of and through te ao Māori.</p>	

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
 haumarū
 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
 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
 mauritau
 mōkito
 mōrahi
 ngaio
 ngaiotanga
 ngohe
 ōhanga
 ohaoha
 ōkawa
 ōpaki
 oro
 orotau
 paearu angitu
 paerewa pouako paetae
 paetae
 pāhekoheko
 paihere
 pakeke
 pākiki
 pakirehua
 pakirehua pouako
 pānga
 pānui hārau(tia)
 pānui arahanga
 papa taunaki
 pāpāho
 pāpori
 pārekareka
 poari whakahaere o te kura
 porihanga
 pouako
 pouako pīrere
 pouhāpai
 poutoro
 pūnaha
 pūnahanaha
 pūoro
 putanga ako
 putanga iho
 pūtoi ako
 pūtoi ako whaihua
 raraunga
 rautaki
 rautaki whakahaere whanonga
 taiao ako
 taipitopito
 takitaro
 takune
 tāpua
 tātari
 tauākī
 tauākī tūtohunga
 taunaki
 taunekeneke
 tautake
 tāuteutetanga
 tāutu(tia)
 tauwhāiti
 tauwhānui
 Te Matatū o Aotearoa
 te reo matatini
 tīpako(na/hia)
 toiora
 toitū

visit
 rapport (pai)
 minimum
 maximum
 professional
 professionalism
 activity
 economy
 economic
 formal
 informal
 sound
 understand
 success criteria
 graduating teacher standard
 achievement
 interaction
 unifying
 complex
 curious
 inquiry
 teacher inquiry
 relationship
 skim read
 guided reading
 evidence base
 media
 social
 interesting = whakaihihi = whai ihiihi
 school board of trustees
 society
 teacher
 student teacher
 associate teacher
 visiting professional supervisor
 system
 systematic
 music
 learning outcome
 outcome, consequence
 pedagogy
 effective pedagogy
 data
 strategy
 behaviour management strategy
 learning environment
 detail
 provisional
 intended, intention
 significant
 analyse
 statement
 charter statement
 evidence
 dynamic
 philosophy
 engagement identify
 = tautohu(a)
 specific
 general
 Teaching Council of Aotearoa-NZ
 literacy
 select
 well-being = waiora
 maintain = whakapūmau

tōkeke
tōrangapū
torotoro
tōtika
tūāhua
tuakiri
tūhura
tukanga
tumuaki
tumuaki tuarua
tūtohiinga o te kura
uara
urupare
urutau
wāhanga ako
wahapū
wairua
wetewete(kina)
whaiaro
whāinga ako
whāinga ngaio
whakaangaanga
whakaaroaro(tia)
whakaawe(tia, ngia)
whakaharatau whakaako
whakahihiko
whakahokinga kōrero ā tuhi
whakahokinga kōrero ā waha
whakamahere(tia)
whakanikoniko
whakapae
whakaraupapa(tia)
whakarite mahere
whakarite whāinga
whakatairanga(tia)
whakatau ngaio
whakataupua(tia)
whakatāuteute(tia)
whakatenatena(tia)
whakatewhatewha
whakatītina(tia)
whakaū(ngia)
whakawhitiwhiti whakaaro
whanonga
whanonga ako
wheako
whenu

equity
political
explore
effective
event
identity
investigate = whakatewhatewha
process
principal
deputy principal
school charter
values
respond, response
adapt
learning area
articulate
spiritual
deconstruct
personal
learning intention
professional goal
confront (i.e. to debate with oneself)
reflect, ponder upon (vt)
influence (vt)
teaching practice
motivate
written feedback
verbal feedback
plan (vt)
enhance
allege, hypothesise
sequence
plan
goal-setting
promote
professional judgement
put in time-out
engage
encourage
investigate = tūhura
foster (vt)
reinforce (vt)
communicate
behaviour
learning behaviour
experience
strand