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Tohu Mātauranga (Whakaako)
Bachelor of Education (Teaching)
Huarahi Māori Specialisation

EDPRACM 304
Noho ā-kura 3
Practicum 3

Pukapuka Ārahi
Wāhanga B
Practicum Brief
Part B

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WĀHANGA 1

Ngā whakaritenga e pā ana te taenga mai ki te kura

Attendance requirements

The Teaching Council Aotearoa New Zealand requires pouako pīrere (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 (Teachg) Huarahi Māori programme at the Faculty of Education and Social Work, University of Auckland complete one noho-ā-kura 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)

Requests for Leave during Practicum

At times, pouako pīrere (student teachers) require leave during noho-ā-kura. Applications for leave are made to the Practicum Co-ordinator on the *Request for Leave during Practicum* form [available at this link - forms.auckland.ac.nz/en/student/education-and-social-work/request-for-leave-during-practicum.html](https://forms.auckland.ac.nz/en/student/education-and-social-work/request-for-leave-during-practicum.html). Requests for leave (other than sick leave) should be submitted in advance.

In the case of sick leave, pouako pīrere (student teachers) must advise their AT/school, PS, and the Practicum Office 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 noho ā-kura to meet the TCANZ requirement for 120 days of noho-ā-kura during their ITE programme.**

Te whakareri mō te rēhitatanga takitaro hei pouako*Preparing for provisional registration as a teacher*

The final phase of this noho ā-kura is an opportunity for each pouako pīrere to synthesise his/her learning from their BEd (Tchg) Huarahi Māori programme and to **prepare for their beginning years as a provisionally certificated teacher (PCT)**. During EDPRACM 304A/B, pouako pīrere (student teachers) are expected to demonstrate high quality pedagogical practice that is consistent with the Teaching Council Aotearoa New Zealand Standards for the Teaching Profession (2019) – refer to your phase 1 booklet.

While the pouako pīrere and pouhāpai - associate teacher will work in collaboration to plan and organise the student teacher's programme, each pouako pīrere is now **expected to take greater responsibility** for reflecting upon their teaching practice and determining areas of focus for their own professional growth.

Full-class responsibility during EDPRACM 304B: Phase 2 requires the pouako pīrere to organise, manage, plan for, and teach the class using the pouhāpai - associate teacher's long-term plans and assessment information as a foundation for this. It is important that pouako pīrere (student teachers) **work in collaboration with their pouhāpai (associate teachers)** to interpret the long-term plans and construct a teaching/learning programme for the 15 - 20 days that clearly shows a 'flavour' which is their own. This must not, however, compromise the intent and aim of the pouhāpai - associate teacher's long-term plans. *. Time constraints may require pouako pīrere (student teachers) and pouhāpai (associate teachers) to focus on the lower end of this band, i.e., 15 days of full responsibility.

** Details of a suggested 'staged approach' for taking full responsibility can be found on the next page of this noho ā-kura brief.*

Student teachers will be expected to take on the professional role of a teacher and fulfil the requirements this demands. They will be expected to:

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

WĀHANGA 2 – Full responsibility: a ‘staged’ approach

He tauira o tētahi mahere hei whakatutuki i ngā paearu

An example of a plan to meet the criteria

Hātepe tuatahi: Te whakareri ā mua i te noho-ā-kura

First step: preparation prior to noho ā-kura

Preparing to take full responsibility for a class for 15-20 consecutive days will require commitment, focus and a considerable amount of time spent on planning for teaching and learning. You will need to be physically and mentally robust to complete this task effectively as teaching days will be long. The positive outcomes that will accrue from this endeavour will be worthwhile and invaluable. It is important to plan carefully with your pouhāpai - associate teacher to build effectively towards your period of full responsibility.

Pre-noho-ā-kura Organisation

Ensure you have the following items in your digital noho ā-kura file:

- Pakirehua Whakaako - Inquiry into Practice plan (EDPROFM 307B Taumahi 2B)
- A list of questions/matters to discuss with pouhāpai - associate teacher
- Your provisional Tautake Ako - teaching philosophy (EDPROFM 307B Taumahi 1A; bullet points are acceptable)

Hātepe tuarua: Te wiki tuatahi

Second step: Week one

Re-introduction to the class

It is expected that you will begin **taking on general classroom responsibilities** (e.g. lunches, room set up, daily organisation information on active board, taking the roll) and the teaching of small groups/whole class lessons **as soon as you can**.

During this week you should aim to:

- reconnect with individual learners; re-establish positive learning relationships with the class.
- re-establish your teacher presence; re-familiarise yourself with the classroom culture, procedures and routines.
- re-establish a positive working relationship with your pouhāpai - associate teacher.
- discuss assessment information about learners with your PH (pouhāpai).
- gather information about the class programme and use this and assessment data to begin preparing and planning for your 15-20 consecutive days of full responsibility during Weeks 2-5.
- engage in teaching (using your Pouhāpai's plans) as soon as possible.

Teaching requirements should build rapidly so that by the end of this week you have responsibility for managing a whole morning and an afternoon session. It is suggested that you follow some of your pouhāpai - associate teacher's plans to assist you to re-familiarise yourself with the levels learners are working at and the procedures and organisation of the class.

'**Team teaching**' with your AT is an approach you could use initially, with you taking on increasing responsibility for organising and managing the learners.

NB: During your noho-ā-kura, your pouhāpai will be guided by both your needs and those of the class when determining the pace at which your teaching requirements are undertaken. This will help to ensure that teaching is a positive learning experience for all concerned.

Hātepe tuatoru: Wiki tuarua -

Third step: Week two - 'Shadow Week'/ FULL RESPONSIBILITY

You will begin your period of **full responsibility** for the class in the second week of the noho ā-kura. Discuss with your AT a suitable day to start, e.g., you may decide to start midweek or toward the end of the week.

During this week, your pouhāpai may take on a '**teacher-shadow**'/**observer role** and monitor you as you organise, manage and teach the daily programme, reminding you of any procedures and/or aspects that need to be addressed. In this way, your pouhāpai will act as an external voice for you while you become accustomed to increasing classroom responsibilities and you will be guided towards achieving success in your classroom organisation, management, and teaching.

Use the IRIS Connect tool to record your teaching practice this week. You need to have 35-45 minutes of recording over 2-3 separate videos. Annotate your videos using a combination of comments and the 'Teaching Standards Self-Assessment' form and share with your poutoro - professional supervisor for their feedback. When you are choosing what to record and share, consider the focus of your Pakirehua Whakaako - inquiry into practice (Taumahi 2B). Also think about 'next steps' and the 2-3 Key Teaching Tasks you identified as requiring further development following Part B: Phase 1 (refer p. 22-23 in the Phase 1 booklet).

Hātepe tuawhā: Te wiki tuatoru ki te wiki tuarima

Fourth step: Weeks three to five – 'Independent' FULL RESPONSIBILITY

During these weeks you will need to take **independent** responsibility for the class.

You may wish to continue to video and reflect on your teaching practice using the IRIS Connect tool.

As you near the completion of your period of “full responsibility” in the latter part of Week 5, a **‘team teaching’** approach is suggested where your role as “teacher” and your pouhāpai - associate teacher’s role as observer will be reversed so that she/he can gradually transition back into the role of teacher.

Refining and consolidating practice after the full responsibility period

If possible, some time at the end of Week 5 could be set aside for you to have an opportunity to observe your pouhāpai once again to seek solutions and refinements to your own teaching practice. Inquiry into aspects of school operations and policies, and an examination of support systems for provisionally certificated teachers might also be helpful. These activities will need to be negotiated with your pouhāpai.

Time set aside to pursue the following activities would also be useful:

- Discussion with a beginning teacher, e.g. How to set up a new class programme.
- Observe how children learn and operate within specialist programmes.
- Seek information regarding aspects of school policies and operations that are pertinent to provisionally registered teachers.

Te aromatawai i te kōwae ako o EDPRACM 304

Assessment of EDPRACM 304

A pouako pīrere’s successful completion of **EDPRACM 304** will be appraised with reference to the noho-ā-kura learning outcomes, assessment criteria and expectations inclusive of the New Zealand Teaching Council’s [Code of Professional Responsibility | Ngā Tikanga Matatika](#) and [Standards for the Teaching Profession | Ngā Paerewa](#) and [TātaiReo](#).

When a pouako pīrere passes **EDPRACM 304** a judgement is made that they exhibit ‘beginning teacher’ independence.

Explicit, formative discussion between the pouako pīrere and pouhāpai regarding the pouako pīrere achievement against the noho-ā-kura learning outcomes will be on-going during Part B of EDPRACM 304. It is also essential that the poutoro is kept apprised of this progress so that collaborative monitoring of the pouako pīrere progress is maintained. The provisional assessment of the pouako pīrere performance against the noho-ā-kura learning outcomes must be discussed and confirmed at the conclusion of the full-class responsibility period.

WĀHANGA 3 – Ngā whakaritenga noho-ā-kura mā ngā pouako pīrere

Practicum requirements for student teachers

Assigned requirements are designed to help you to create and sustain purposeful learning that enables achievement for all learners and to assist you to prepare for your beginning years as a provisionally certificated teacher (PCT). You are now required to take **greater responsibility** for designing and planning your own professional activity.

EDPRACM 304 Part B: Phase 2 – Required Tasks

1. **Te tiaki tuhinga ngaio** *Maintaining documentation (See phase 1 booklet and please remember to seek your AT's permission to collect any records)*

2. **Ngā matapaki ki te tumuaki me ngā hoamahi** *Discussions with principal and professional colleagues*

If you have not completed the discussion with the principal already: During the first week of EDPRACM 304 Part B: Phase 2, arrange to meet with **the principal** (or her/his representative) to discuss the broader dimensions of school life that impact on the teaching role.

Once you have prepared your questions, forward these to the principal in advance of your meeting.

Record a summary of the responses you receive related to such aspects as:

- the teacher's role/responsibilities within the school community and the ways the school makes connections with its community to support children's learning
- the school policies/procedures relating to assessment (recording and reporting)
- social, cultural, ethical, and political factors that impact on decision-making and curriculum implementation at the school
- 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/whanau (e.g., policies/ practices to provide for achievement of ESOL and special ability/needs children)

You should also engage your **pouhāpai 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:**

- 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
- the implementation of school policies/procedures relating to assessment
- how teachers plan for and organise the class to optimise learning for diverse learners

3. Te whakatinana i tō mahere Pakirehua Whakaako *Implementing your Inquiry into Practice plan (EDPROFM 307)*

Being a professional teacher involves on-going professional development and learning, in combination with an inquiring mind-set and an open-minded attitude that allows for the consideration of new ideas and alternative views (Zeichner, 1981).

Prior to EDPRACM 304 Part B: Phase 1, you identified one aspect of your teaching practice that you are particularly curious about and/or have a strong interest in improving (Taumahi 2A). During EDPRACM 304 Part B: Phase 1, you engaged in professional learning about this aspect of your teaching practice and subsequently developed your Pakirehua Whakaako - Inquiry into Practice plan and PATH in Taumahi 2B (Pipi, 2010).

During Phase 2, Week 1, discuss your Pakirehua Whakaako - Inquiry into Practice plan with your pouhāpai and seek their feedback. Adjust your plan accordingly before implementing this during Weeks 2 – 5.

You must carry out and evaluate during EDPRACM 304 Part B: Phase 2.

- Use your planner to document details of your actions and outcomes at each stage of your inquiry.
- Analyse/evaluate the evidence you collect, including your progress notes, IRIS Connect videos, and evidence of children's learning, and identify future teaching implications.
- You will use this evidence and analysis as the basis for your EDPROFM 307B Taumahi 2C - Inquiry into Practice report (Part C) and your Capstone presentation evidencing your achievement of TCANZ Ngā Paerewa - Standards (Part D).

4. Tō Tautake Ako

Your philosophy of learning and teaching (EDPROFM 307 A/B)

During EDPROFM 307A, you drafted a short statement outlining your Tautake Ako - personal philosophy of learning and teaching and received peer feedback about this in relation to specific criteria.

During EDPRACM 304 Part B: Phase 2, revise and consolidate your teaching philosophy.

- As you engage in professional discussions with your pouhāpai - associate teacher and other colleagues about the important beliefs you have about learners and their learning, consider how the actions you are taking (or will take) as a teacher are consistent with and support these beliefs.

- Revise your Tautake ako - teaching philosophy, accordingly, keeping your writing concise.
- Reflect on ways your stated beliefs are evidenced in your teaching practice.

5. Te Aromatawai i Ngā Mahi Whakaako Matua (MWhM)

Key Teaching Tasks assessment

TCANZ require graduates from ITE programmes to demonstrate that they can be entrusted to capably carry out Key Teaching Tasks as a beginning teacher on day one on the job (refer phase 1 book).

At the end of EDPRACM 304 Part B: Phase 1, you self-assessed your progress towards achieving independence (proficiency) in each of the Mahi Whakaako Matua (MWhM) and recorded this on your MWhM sheet.

You also **identified 2-3 MWhM that you needed to focus on developing/refining** during EDPRACM 304 Part B: Phase 2. You recorded these priorities on your MWhM sheet and stored this in your digital noho ā-kura file.

At the start of EDPRACM 304 Part B: Phase 2, discuss your prioritised MWhM with your AT and identify how you will work to develop/refine these throughout your five-week noho ā-kura. Plan how you will seek regular feedback and identify times to discuss your progress.

During noho-ā-kura and in the final week of EDPRACM 304 Part B: Phase 2, meet with your pouhāpai - associate teacher to discuss how you are achieving independence (proficiency) in each of the Key Teaching Tasks. Record your achievements on your MWhM sheet and store this documentation in your digital file to share with your poutoro at your debrief discussion.

EDPRACM 304 Wāhanga B: Ngā whakaritenga tauwhāiti

- Te aromatawai, te whakamahere, te whakaako, te aromatawai, te arotake me te whakaaroaro

EDPRACM 304 Part B: Phase 1 - Specific noho ā-kura requirements

- **Observing, planning, teaching, assessing, evaluating, and reflecting**

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), explored throughout your Ako Pakirehua - Inquiry into Practice courses (EDPROFM 102, 208 and 307), provides the framework for the specific observation, planning, teaching, assessment, evaluation, and reflection requirements for each of your noho ā-kura placements.

During the initial days you may decide to carry out additional observations to reorient yourself to the classroom space. The following questions may help you...

- In what areas have significant changes occurred since your earlier time in the class/school?
- In what ways can you extend/build upon prior learning about your selected learners and adapt what you have learnt to consider other learners in the class?
- What do you need to observe again and for what purpose?
- What do you now need to know/find out?

**TE AROMATAWAI, TE WHAKAMAHERE, TE WHAKAAKO ME TE AROTAKI
ASSESSING, PLANNING, TEACHING, EVALUATING**

During EDPRACM 304 Part B Phase 2, you will be involved in building towards taking **full responsibility for the classroom programme for a period of 15-20 consecutive days.**

You will therefore be required to assess learners, plan for, teach and manage learners in small groups, larger groups and/or the whole class, and evaluate learners’ learning and your own teaching in an ongoing manner. Where possible ensure that you align this to your Pakirehua Whakaako – inquiry in teaching.

Assessing, planning, teaching, and evaluating	
Pouako Pīrere (PP) responsibilities	Suggested Pouako Hāpai (PH) and Poutoro (PT) responsibilities
<ul style="list-style-type: none"> • Re-familiarise yourself with planning expectations and the formats used in your noho-ā-kura school. • Document short term/weekly plans that are linked to longer term plans. • Provide documented evidence of assessment information you have gathered to inform your planning and teaching. • Present all planning to your pouhāpai - associate teacher well in advance of the teaching sessions to allow sufficient time for modification. • On-going evaluation of learners’ learning and your own teaching should be part of your preparation and practice throughout your 	<ul style="list-style-type: none"> • Provide your PP with examples of planning appropriate to the noho-ā-kura requirements and aligned with classroom / school expectations e.g. long-term plans; short term/weekly plans; lesson sequences; multiple groups planning grids. • Provide your PP with access to relevant assessment data. • Initially work collaboratively with your PP to support her/his planning, e.g. to identify/discuss achievement objectives, learning outcomes/learning intentions, assessment strategies and ways to document assessments. • Check that your PP is demonstrating an ability to adapt syndicate/team plans to the specific

<p>period of full-class responsibility. Analysis of learners' assessment information will contribute to this process.</p> <ul style="list-style-type: none"> • Annotate your planning post teaching. • Assess, plan, teach, and evaluate in as many areas of the curriculum as possible including mathematics, reading and writing. • Utilise the IRIS Connect tool to review, reflect on and refine your teaching practice. • Unit plans developed by a syndicate/team/school should be re-worked by you to address learners' needs and to incorporate your own ideas. • Planning for teaching and learning should be manageable, concise, and purposeful. 	<p>learning needs of learners in the class.</p> <ul style="list-style-type: none"> • Check that your PP is documenting short term/weekly plans in sufficient detail to enable them to teach and manage children's learning effectively. • Support your PP to work towards being responsible for class planning during the period of full responsibility. • Discuss with your PP his/her justifications for the teaching decisions that s/he has made. • Provide regular oral and written feedback on your PP teaching to guide her/his ongoing professional learning. • Encourage your PP to try out new ideas and reflect on his/her practice.
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TE WHAKAAROARO I TŌ WHAKAHARATAU WHAIARO REFLECTING ON PERSONAL PRACTICE

During this noho-ā-kura 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 pouhāpai - associate teacher, poutoro - 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. You will also reflect on your practice using the IRIS Connect tool (refer phase 1 booklet).

Te Whakaaroaro
Suggested PH and PT responsibilities
<ul style="list-style-type: none"> • Engage your PP in ongoing professional discussions about their practice • Support your PP to reflect critically on aspects of their practice about which they are uncertain, <p>e.g. ask questions that promote critical thinking, provide constructive feedback, encourage PP to problem solve by drawing on learning from both noho ā-kura and their BEd courses</p>
Pouako pīrere responsibilities
<p>During EDPRACM 304 Part B Phase 2, <u>critical</u> reflection will be a regular part of your practice</p> <ul style="list-style-type: none"> • Retain notes from reflective discussions in your noho-ā-kura file. • Share these with your poutoro - professional supervisor and pouhāpai - associate teacher

throughout Part B: Phase 2.

- Wider historical, social, political, and/or cultural contexts that influence your beliefs and practice should be examined at these times.

Towards the end of EDPRACM 304 Part B Phase 2...

- Write your **Reflective Summary** about this noho ā-kura experience and what you have learned about preparing to be an effective Beginning Teacher. *Note: we haven't provided a template for this phase of the practicum, although you could adapt the template that you used for Phase 1.*
- Store this reflection in your digital noho ā-kura file and discuss with your PH and PT

Your Reflective Summary must address at least four of the following questions:

- How have your developing beliefs about learners and learning been confirmed or challenged?
- What do you now believe about learners and how they learn best and what this might mean for your future teaching practice?
- What you have noticed about the nature of ethical dilemmas you encountered and the factors that you considered when dealing with these?
- What does bicultural practice and differentiated learning mean to you?
- How successful have you been in providing purposeful learning for all learners?
- How would you justify the teaching strategies you have used?
- What you have noticed about the significance of relationships with both the learners and adults you have worked with in this school context?
- What do you now understand about the impact of social, cultural and political factors on the work of teachers?
- What action/s is/are required between now and the beginning of your first teaching position?

WĀHANGA 4: Learning Outcomes, Assessment Criteria, KTTs & Indicators
PUTANGA AKO 1-4 & NGĀ TOHU WHAKAHARATAU LEARNING OUTCOME 1-5 & PRACTICE INDICATORS

NGĀ PUTANGA AKO ME NGĀ KAWATAU NGAIO
LEARNING OUTCOMES AND PROFESSIONAL EXPECTATIONS

Student teacher self-assessment, and associate teacher / visiting lecturer report documentation should provide student-specific evidence of achievement against the following learning outcomes with reference to the assessment criteria. Examples of professional expectations have been provided.

	Ngā Putanga Ako <i>Learning Outcomes</i>	Ngā Paearu Aromatawai <i>Assessment Criteria</i>	Ngā Tohu Ngaio (ētahi tauira) <i>Professional Indicators (examples)</i>
1	<p>Communicate effectively and establish professional relationships within the professional educational community</p> <p>Key question <i>How do you use communication to establish and maintain effective professional relationships?</i></p>	<p>1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon</p> <p>1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon</p>	<p>Demonstrates effective communication by:</p> <ul style="list-style-type: none"> writing, speaking and reading fluently and accurately in English or Māori <p>and, for example:</p> <ul style="list-style-type: none"> adjusting communications to consider purpose, context or need (e.g. first language) using appropriate listening skills/body language <p>Demonstrates professional relationships by, for example:</p> <ul style="list-style-type: none"> working collaboratively and positively treating children and adults with respect developing equitable relationships <p>Reflects on use of communication in establishing professional relationships within the class and school community.</p> <p>Takes responsibility for ensuring that any areas for improvement are identified and discussed</p>
2	<p>Demonstrate effective pedagogical practice that is informed by theory, research, practice and a personal philosophy</p> <p>Key question <i>How is your pedagogical practice justified through research, theory, experience and a personal philosophy?</i></p>	<p>2.1 planning is informed by effective use of curricula and content knowledge, policy documents, appropriate learning and teaching approaches, inclusive practice and current assessment information</p> <p>2.2 children's learning is consistently monitored, analysed and evaluated through a range of assessment procedures</p> <p>2.3 extended teaching/learning experiences are effectively planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class</p> <p>2.4 pedagogical practice is critically reflected upon in relation to an evident personal, professional philosophy</p> <p>2.5 appropriate management strategies to</p>	<p>Observes, assesses, plans, teaches and evaluates children's learning.</p> <p>Addresses childrens' identified 'next steps' through further observation and/or planning, teaching and evaluating.</p> <p>Explores the principles and purpose of planning and assessment to optimise learning and achievement.</p> <p>Justifies personal practice according to research, theories of teaching and learning and a developing philosophy.</p> <p>Critically reflect on practice and developing pedagogy.</p> <p>Utilize Te Marautanga o Aotearoa or the New Zealand Curriculum, school and policy documents effectively in practice.</p> <p>Provide a safe learning environment that reinforces school policy to ensure physical, social, emotional and cultural safety</p> <p>Enhance children's social competence by designing and monitoring activities that promote positive behaviour and self worth.</p> <p>Take full responsibility for planning, teaching and managing the whole class for at least 15-20 consecutive days.</p>

		enhance children's social competence are effectively implemented and critically evaluated	
3	<p>Consistently demonstrate and reflect upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand</p> <p>Key question <i>In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</i></p>	<p>3.1 professional agency is appropriately exercised and critically reflected upon</p> <p>3.2 professional and ethical requirements stipulated by the Teaching Council's <i>Code of Professional Responsibility and Standards for the Teaching Profession</i> and the Te Reo Māori framework <i>TātaiReo</i> are reflected on and demonstrated consistently</p> <p>3.3 practicum related professional development goals are effectively actioned and evaluated critically</p> <p>3.4 the moral and political dimensions of professional dilemmas are critically reflected upon</p> <p>3.5 ethical professional practice is consistently demonstrated and critically reflected upon</p>	<p>Demonstrate appropriate professional responsibility as a teacher in New Zealand Aotearoa, for example by:</p> <ul style="list-style-type: none"> • being punctual, prepared and using initiative • professionally documenting involvement in teaching and learning • proactively engaging in regular professional discussion (asking questions) and critically reflecting on own practice • being aware of professional expectations • developing and addressing 'next steps' in own learning (with support from the associate teacher) • understanding and articulating own professional obligations under the Treaty of Waitangi • considering the different ways that responsibility to Māori and issues of diversity have implications for the classroom teacher • identify and critically reflect on professional dilemmas. <ul style="list-style-type: none"> - actively negotiating to resolve dilemmas in a responsible and professional manner - seeking alternative possibilities <p>reflecting upon decisions made</p>
4	<p>Critically analyse the contextual complexities associated with own teaching and the effectiveness of own responses</p> <p>Key question <i>What contextual factors do you need to consider and respond to when creating and sustaining purposeful learning environments?</i></p>	<p>4.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision making and personal practice</p> <p>4.2 legislative requirements and school policies are discussed and implemented</p>	<p>Responds to the contextual influences which impact on the teacher's role as a professional.</p> <p>These influences can include social, cultural and political factors such as:</p> <ul style="list-style-type: none"> • parent/whānau/community expectations • Government policy • curriculum and key competencies • school policy • educational achievement of Māori learners • equity and diversity <p>Asks questions to explore the relationship between the classroom, school and community when making decisions about teaching/learning and assessment.</p> <p>Participates in discussion with the associate teacher, the principal and other professional colleagues about the different ways the wider school environment/community impacts on the teacher's role as a professional.</p>
5	<p>Te whakamahi i te reo Māori e hāngai ana ki te horopaki noho-ā-kura.</p>	<p>5.1 Use te reo Māori discourse appropriate to the practicum context.</p>	<ul style="list-style-type: none"> • te reo Māori language skills and knowledge used effectively to facilitate the teaching and learning process. • te reo Māori language skills and knowledge used appropriately to facilitate learning of and through te ao Māori.

NOTE: Planning must be presented to the associate teacher in advance of teaching. If insufficient time is allowed for associate teacher feedback a student teacher may be unable to proceed with teaching.

Hei aronga mā te pouako pīrere**Notes for the student teacher:**

The provisional assessment of your performance against the noho ā-kura learning outcomes, referenced to the Teaching Council Aotearoa New Zealand (TCANZ) Ngā Paerewa - Standards and Ngā Mahi Whakaako Matua (MWhM) - Key Teaching Tasks is discussed and confirmed during a three-way professional conversation towards the end of the noho ā-kura.

Prior to EDPRACM 304 Part B: Phase 2

- Familiarise yourself with Ngā Putanga Ako - Learning Outcomes for EDPRACM 304 Part B (inclusive of the related TCANZ Paerewa and MWhM) - look carefully at the identified Paerewa, assessment criteria, MWhM, and Ngā Tohu Haratau - Practice Indicators for each LO
- Consider evidence you may collect in relation to each LO

During EDPRACM 304 Part B: Phase 2

- Collect and store in your digital noho ā-kura file **all completed noho ā-kura tasks and requirements**, relevant school/classroom information, **resources you have generated**, and (with permission) some examples/photos of children's work from your noho ā-kura teaching

Before the professional conversation (towards the end of EDPRACM 304 Part B: Phase 2)

- In preparation for **leading your professional conversation**, select appropriate examples of evidence from your digital noho ā-kura file and children's learning/progress to demonstrate:
 - your achievement of the EDPRACM 304 Part B learning outcomes (inclusive of the related TCANZ Paerewa and MWhM) – refer to the booklet for phase 1.
 - your readiness for provisional certification as a teacher
- Discuss your selected evidence and justifications with your pouhāpai - associate teacher

During the professional conversation

- You, your pouhāpai - associate teacher, and your poutoro - professional supervisor will each contribute their informed professional judgement of your work in relation to each of the learning outcomes, as demonstrated through the assessment criteria, MWhM, and Practice Indicators
- In leading the discussion, you will need to effectively communicate your knowledge, skills and experiences while referencing your selected pieces of evidence and providing a brief justification for their selection.

Following EDPRACM 304 Part B: Phase 2

- Please ensure that your **digital noho ā-kura file** is up to date with evidence of completion of all noho ā-kura requirements.
- Complete your reflective summary, addressing at least five of the listed aspects of practice (see p.12).
- Share your reflective summary with your PT in advance of your debrief meeting.

Te Matapaki ngaio

The professional conversation - continued

Hei aronga mā te pouhāpai: Notes for the pouhāpai - associate teacher:

It is important that this final assessment is rigorous as this is the credentialing noho ā-kura.

Before the professional conversation

- **complete the pouhāpai evidence report** – consider your observations of the PP practice and previous open, timely and constructive written and oral communication you have had with the PP regarding their progress
- encourage and support the PP preparation for the Professional Conversation

During the professional conversation

- provide justified assessment of the PP achievement against each of the noho ā-kura learning outcomes
- encourage and support the PP to take the lead in his/her professional conversation

Hei aronga mā te poutoro: Notes for the poutoro - professional supervisor

It is important that this final assessment is rigorous as this is the credentialing noho ā-kura. When a pouako pīrere passes EDPRACM 304, a judgment is being made that they exhibit 'beginning teacher' independence.

Before the professional conversation

- familiarise yourself with your role leading the assessment procedures for EDPRACM 304. Please refer to the Pukapuka Arahi - Practicum Handbook and the EDPRACM 304 Brief regarding assessment of the learning outcomes (referenced to the Teaching Council Standards)
- negotiate a suitable time for the professional conversation and confirm the availability of PP and PH

During the professional conversation

- encourage and support the PP and PH to participate in their roles
- **make notes in preparation for completing the poutoro - professional supervisor's section of the assessment report** as part of the professional conversation process by considering previous open, timely and constructive written* and oral communication you have had with the PP regarding their progress

**Written notes from your classroom observation of about 45 minutes - ideally covering a class transition*

Following the professional conversation

- record the student teacher's provisional assessment, based on evidence provided and discussed during the professional conversation
- conduct a debrief meeting with the pouako pīrere following completion of the noho ā-kura to confirm the assessment on the EDPRACM 304 Practicum Report and include any recommendation/s for future development
- submit documentation to the Practicum Office - foed-practicumteam@auckland.ac.nz.

NOTE: Final course grades are moderated/confirmed by the noho-ā-kura coordinator and course director prior to being released at the end of the semester.

He whakarāpopototanga o ngā whakaritenga mō ngā pouako pīrere EDPRACM 304 Part B: Phase 1 Summary of pouako pīrere requirements

Before EDPRACM 304 Part B: Phase 2, I have....

<ul style="list-style-type: none"> completed EDPRACM 304 Part A (15 days) and EDPRACM 304 Part B: Phase 1 (3 weeks) 	
<ul style="list-style-type: none"> filed material generated in response to EDPRACM 304 Part A and Part B: Phase 1 requirements in my digital noho ā-kura file 	
<ul style="list-style-type: none"> submitted my EDPRACM 304 Part A Completion Form to the Prac Office submitted my EDPRACM 304 Part B: Phase 1 reflective summary to the Prac Office 	
EDPROFM 307B Inquiry into Practice: <ul style="list-style-type: none"> submitted my Inquiry into Practice plan (Part B) for marking and feedback 	
<ul style="list-style-type: none"> read this Practicum Brief and familiarised myself with: <ul style="list-style-type: none"> the LOs for EDPRACM 304 Part B, inclusive of the TCANZ Standards & KTTs the suggested "staged approach" to taking on full responsibility the requirements for EDPRACM 304 Part B Phase 2 	

During EDPRACM 304 Part B: Phase 2, I have...

Observing, assessing, planning, teaching, evaluating: <ul style="list-style-type: none"> Week 1 <ul style="list-style-type: none"> collected, documented, analysed and discussed assessment information about learners with my AT to inform my planning and teaching planned, taught, and evaluated* lessons during blocks of the school day <i>*ongoing annotations and evaluative comments</i> 					
<ul style="list-style-type: none"> Weeks 2, 3, 4, 5 <ul style="list-style-type: none"> planned, taught, and evaluated* lesson sequences during my 15-20 days of full responsibility in the following curriculum areas.... <i>*Ongoing annotations and evaluative comments</i> continued to collect, document, analyse and discuss assessment information about learners with my AT to inform my planning and teaching documented my own short-term/weekly planning during Weeks 2-5 	Curriculum areas: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">Wk 2</td> <td style="width: 50%; text-align: center;">Wk 3</td> </tr> <tr> <td style="text-align: center;">Wk 4</td> <td style="text-align: center;">Wk 5</td> </tr> </table>	Wk 2	Wk 3	Wk 4	Wk 5
Wk 2	Wk 3				
Wk 4	Wk 5				
Managing the learning environment: <ul style="list-style-type: none"> taken responsibility for managing the classroom learning environment and programme for 15-20 consecutive days* of full responsibility 					
IRIS Connect: <ul style="list-style-type: none"> recorded my teaching using IRIS Connect over 2-3 videos totalling 35-45 mins (Weeks 2-3) reflected on these videos using 'Teaching Standards Self-Assessment' form shared the videos and reflections with my PS 					
Reflecting on personal practice: <ul style="list-style-type: none"> reflected on my personal practice in an ongoing way and documented reflective discussions 					
EDPROFM 307B Inquiry into Practice: <ul style="list-style-type: none"> executed my plan for addressing my inquiry into practice, inclusive of measures to monitor my progress collected, analysed, and evaluated evidence from my inquiry, including progress notes and evidence of children's learning identified future teaching/learning implications 					
Philosophy of learning and teaching (EDPROFM 307A/B): <ul style="list-style-type: none"> reviewed my personal philosophy of learning and teaching 					
Key Teaching Tasks assessment: <ul style="list-style-type: none"> met with my AT to discuss how I am achieving independence (proficiency) in each of the Key Teaching Tasks. and recorded my progress on my KTT sheet 					

Towards the end of EDPRACM 304 Part B: Phase 2, I have...

<ul style="list-style-type: none"> discussed with the principal, and my AT and professional colleagues the broader dimensions of school life that impact on the teacher's role made notes from these discussions where appropriate 	
<ul style="list-style-type: none"> reviewed my digital noho ā-kura file to ensure all documentation is organised, accessible and well-maintained 	
<ul style="list-style-type: none"> selected relevant evidence, prepared for, and led my "Professional Conversation" 	
<ul style="list-style-type: none"> completed my Reflective Summary and discussed this with my PS 	

Papakupu noho-ā-kura *Glossary of practicum terms*

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

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

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