Bachelor of Education
(Teaching) Primary
Specialisation

Practicum Brief

EDPRAC 100
Practicum 1

Semester 1, 2023
Mid-Year cohort

3 weeks (7 Feb-24 Feb)
2 weeks (27 March-6 April)
EDPRAC 100 Practicum Brief

Table of Contents
Faculty of Education Practicum Contacts ................................................................. 1
Overview of Practicum Courses in the BEd (Tchg) Primary .................................... 2
Summary of student teacher requirements .............................................................. 3
The purpose of EDPRAC 100 .................................................................................... 4
Assessment of practicum .......................................................................................... 4
IRIS Connect .............................................................................................................. 5
Possible plan for completing EDPRAC 100 practicum requirements ....................... 6
LEARNING OUTCOME 1 ........................................................................................... 8
LEARNING OUTCOME 2 ........................................................................................... 9
LEARNING OUTCOME 3 .......................................................................................... 10
LEARNING OUTCOME 4 .......................................................................................... 11
Practicum Requirements .......................................................................................... 12
Documentation ......................................................................................................... 12
Developing Awareness of the Teacher’s Role (LO 1, 4) ............................................. 12
Observations (LO 2, 3) ............................................................................................ 13
  Focus 1: Developing familiarity with the classroom context .................................... 13
  Focus 2: The teaching process in specific curriculum areas .................................... 14
  Focus 3: Noticing, recognising and responding to children’s learning .................... 14
Assessing, Planning, Teaching, Evaluating (LO 1, 2, 3, 4) ..................................... 15
  Sequences of lessons for groups of learners ......................................................... 16
  Sequences of lessons for the whole class/large groups ......................................... 16
  Weekly planning ..................................................................................................... 16
  One day of full responsibility for the learning programme .................................... 16
Reflecting on Personal Practice (LO 1, 3) ................................................................. 17
Key Teaching Task requirements ............................................................................ 18
Teaching Council Aotearoa NZ (TCANZ) Standards for the Teaching Profession ... 22
Being of Good Character and Fit to be a Teacher ................................................... 23
References ............................................................................................................... 24

Faculty of Education Practicum Contacts

<table>
<thead>
<tr>
<th>Epsom Campus &amp; South Auckland Campus</th>
<th>Jan Scoulding</th>
<th>Extn: 48454</th>
<th>Office: H 106 Email: <a href="mailto:jan.scoulding@auckland.ac.nz">jan.scoulding@auckland.ac.nz</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone (09) 623 8899</td>
<td>Practicum Co-ordinator</td>
<td>Shima Mozafarian</td>
<td>Office: H 202 Email: <a href="mailto:s.mozafarian@auckland.ac.nz">s.mozafarian@auckland.ac.nz</a></td>
</tr>
<tr>
<td></td>
<td>Practicum Manager</td>
<td>Selina Gukibau</td>
<td>Ext: 48452 Email: <a href="mailto:selina.gukibau@auckland.ac.nz">selina.gukibau@auckland.ac.nz</a></td>
</tr>
<tr>
<td></td>
<td>Practicum Placement Co-ordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tai Tokerau Campus</th>
<th>Maia Hetaraka</th>
<th>Extn: 47050</th>
<th>Email: <a href="mailto:m.hetaraka@auckland.ac.nz">m.hetaraka@auckland.ac.nz</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone (09) 470 1000</td>
<td>Practicum Co-ordinator</td>
<td>Sharna McKenzie</td>
<td>Ext: 47020 Email: <a href="mailto:sharna.mckenzie@auckland.ac.nz">sharna.mckenzie@auckland.ac.nz</a></td>
</tr>
</tbody>
</table>
Overview of Practicum Courses in the BEd (Tchg) Primary

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

Important notes for student teachers

- **Attendance at on-campus days**  
On-campus days are compulsory and are an important and integral part of preparing you for the practicum and your future as a professional teacher.

- **We reserve the right not to allow you a practicum placement where we determine that you are insufficiently prepared.** This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise, student teachers must contact the Practicum Co-ordinator directly as soon as possible.

- **During practicum, student teachers must have their student ID cards with them at all times.**

- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exceptions.**

- **English Language Skills Assessment: DELNA Requirements**  
All DELNA language requirements must be met prior to the final practicum placement. You will not be eligible for your final practicum if any aspects of your DELNA requirements are incomplete.

Confidentiality during Practicum

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

**PLEASE NOTE:**

- 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 anonymized.
- 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.
## Summary of student teacher requirements

### Before EDPRAC 100, I have....

- attended one EDPRAC 100 on-campus day
- read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRAC 100
- organised my digital practicum file
- emailed my associate teacher (AT) to confirm the dates for my practicum and share the practicum brief
- emailed my professional supervisor (PS) to introduce myself

### During EDPRAC 100, I have...

**Observation Focus 1: Developing familiarity with classroom learning environment**
- documented information relating to classroom organisation/routines
- recorded details of the classroom learning environment
- discussed findings from observations and interactions with AT
- sought feedback about my communication and professional relationships

**Observation Focus 2: The teaching process in specific curriculum areas**
- documented, analysed, & discussed at least 4 observations of my AT’s teaching

**Observation Focus 3: Noticing, recognising, responding to children’s learning**
- documented observations relating to children’s learning (on at least 2 occasions)
- planned, taught, and evaluated follow-up lesson/s (at least 2)

**Assessing, planning, teaching, evaluating:**
- planned, taught, and evaluated lesson sequences for groups of learners in Maths, Reading and/or Written Language, and at least one other learning area
- recorded 2-3 videos of my teaching (totalling not more than 30 mins) using IRIS Connect tool
- annotated the videos noticing successes, next steps for further improvement, and shared these with PS
- evaluated own planning and teaching in discussion with AT; recorded evaluations on planning
- documented my own weekly planning (x5); filed copies of AT’s plans

**Discussions with principal and professional colleagues:**
- discussed with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher’s role
- made and filed notes from these discussions

**Reflecting on personal practice:**
- reflected on one aspect of my classroom management using the professional reflection framework
- used IRIS connect to video and analyse my practice when reading/telling a story to the students and used this reflection to guide my next steps, detailed in my next steps document.
- retained notes from reflective discussions with associate teacher

**Towards the end of EDPRAC 100, I have...**
- completed at least one day of full responsibility for the learning programme
- collated evidence that demonstrates that I have met all LOs for the practicum (pp. 8 - 11)
- contributed to my assessment for EDPRAC 100 by sharing evidence about my practice during the professional conversation
- completed my reflective summary and discussed this with my PS
- had my final grade for EDPRAC 100 confirmed by my PS (i.e. Pass/Fail)

[Click here to download a copy of this summary]
The purpose of EDPRAC 100

EDPRAC 100 – Practicum 1 builds upon learning from the student teacher’s two-week non-assessed ‘Introduction to Practicum’ school placement and has specific focus on:

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

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

Attendance requirements during practicum

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

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

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

Attendance during Practicum

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

Requests for Leave during Practicum

At times, student teachers require leave during practicium. Applications for leave are made to the Practicum Co-ordinator on the Request for Leave during Practicum form using this link. Requests must be submitted in advance.

In the case of sick leave, student teachers must advise their AT/school, PS and Practicum 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 in order to meet the TCANZ requirement for 120 days of practicum during their ITE programme.

Assessment of practicum

For successful completion of EDPRAC 100, student teachers will:

- attend one EDPRAC 100 on-campus preparation day
- complete all requirements of EDPRAC 100 outlined in this practicum brief
- attend practicum for the required 5 week period
- demonstrate professional commitment to the role of teacher throughout the practicum
- meet the four learning outcomes of EDPRAC 100 to the satisfaction of both the associate teacher and professional supervisor
The professional conversation

*Refer Practicum Assessment (Practicum Handbook, pp. 18-19)

In Week 4 or 5 of the practicum, the student teacher’s professional learning will be jointly assessed during a three-way professional conversation between the student teacher (ST), the associate teacher (AT), and the professional supervisor (PS).

Before the professional conversation:
- the ST and AT both gather evidence in relation to ways the ST is meeting each of the practicum Los
- the ST is prepared to lead the discussion about Learning Outcome 3
- the ST and PS have interacted using the IRIS Connect tool – the ST has annotated and reflected on recordings of their teaching; the PS has provided feedback about the ST’s teaching and identified next steps for further improvement

During the professional conversation:
- the ST, AT and PS each contribute their informed professional judgement of the student teacher’s work citing evidence in relation to the learning outcomes, as demonstrated through the assessment criteria. Evidence can be sourced from the student teacher’s practicum file, AT and PS observations and feedback notes
- while the professional conversation is facilitated by the PS, STs are expected to lead the discussion relating to Learning Outcome 3 - Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/NZ by referencing three pieces of evidence from the practicum to demonstrate their achievement, providing a brief justification for each

Following the professional conversation:
- The PS records the provisional assessment
- The ST submits their reflective summary and any further required evidence/documentation to the PS by the end of the practicum

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

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

### Use of IRIS Connect

IRIS Connect is an easily accessible and secure video collaboration technology. We use it at the University of Auckland to empower and motivate all our student teachers to continually develop their pedagogy and practice over the three years of their BEd degree and specifically whilst on practicum. Analysis of our own practice and self-reflection is really hard to do without video. IRIS Connect helps student teachers to overcome challenges with Practice Analysis by providing an effective framework to help them focus on what matters and refine their practice iteratively over time. In this practicum, we use IRIS Connect to reflect on specific learning outcomes students are working towards and develop any next steps in their practice.

**How it Works**

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

**Any Questions or Concerns?**

Student Teachers can visit [https://oceania.irisconnect.com](https://oceania.irisconnect.com) to log into an account.

If you have any questions or concerns about:
- The security of the system - see here
- Recording yourself - see here
- How to use the technology - have a look at the how to record and reflect guides
- What to do next - have a look at our getting started guide
- Any other questions - see FAQ here
- Access IT help from within the IRIS Connect platform, or contact IT Support
<table>
<thead>
<tr>
<th>Practicum Week</th>
<th>Suggested student teacher (ST) activity</th>
<th>Associate teacher (AT) activity</th>
<th>Professional Supervisor (PS) Activity</th>
<th>Adjustments to possible plan noted by agreement between ST/AT/PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>Complete Observations Focus 1, 2 and 3</td>
<td>Discuss practicum requirements with student teacher – plan how to meet these</td>
<td>Meet AT/s and ST/s – clarify practicum requirements, and arrange time for professional conversation.</td>
<td>Ensure both ST/s and AT/s are familiar with the IRIS Connect Tool and expectations of use.</td>
</tr>
<tr>
<td></td>
<td>Principal's discussion completed - notes recorded in practicum file</td>
<td>Share pertinent planning, class and school information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read or tell a story daily to the class and record your teaching using the IRIS Connect Tool. Analyse your practice for effective interactions/relationships and communication with learners and decide collaboratively with AT on a next step for each week.</td>
<td>Give feedback to student teacher about their interactions/relationships and communication with learners and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write first reflection between now and end of Week 3 (may draw on feedback from Observation Focus 1) – discuss with AT, share with PS for feedback (in second block of practicum)</td>
<td>Arrange times for student teacher to observe your teaching (Observation Focus 2) and children’s learning (Observation Focus 3) during Weeks 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin planning to support teaching as agreed with AT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan when IRIS Connect tool will be used to record 2-3 videos of own teaching (max. 30 minutes in total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - 4</td>
<td>Read or tell a daily story to the class (Novel or Picture book) and record your teaching using the IRIS Connect Tool. Analyse practice for effective interactions/relationships and communication with learners and decide with AT on a next step for each week.</td>
<td>Give feedback and support ST with their next steps in relation to storytelling task.</td>
<td>PS to engage with 2-3 videos of ST’s teaching through IRIS Connect (not more than 30 mins in total), providing annotated feedback on successes, next steps for improvement.</td>
<td>Provide feedback on ST’s reflection (completed end of Week 3)</td>
</tr>
<tr>
<td></td>
<td>Plan, teach and assess the following lessons, progressing from small groups in Week 2, through larger groups in Week 3 to whole class in Week 4:</td>
<td>Regularly observe student teacher teach and provide feedback (orally and in writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading or Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• At least one other learning area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use IRIS Connect to evaluate your teaching of groups repeating the following process iteratively:</td>
<td>Make regular times to meet with student teacher to answer questions, discuss observations, provide planning support, and discuss progress toward meeting practicum LOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record your teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Watch the recording</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Annotate the recording (successes, next steps for improvement, evidence re meeting the LOs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share 2-3 videos with PS (max 30 minutes in total) Discuss with AT/PS</td>
<td>Record evidence re student teacher’s progress toward each LO in preparation for the professional conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plan and teach lesson sequences for Week 5, including at least one day of full teaching responsibility in Week 5.

Read or tell a daily story to the class and record your teaching using the IRIS Connect Tool. Analyse practice for effective interactions/relationships and communication with learners and decide with AT on a next step for each week.

Carry out any actions listed in the ACT section of your professional reflection. Document your progress in your next steps planner.

Prepare for professional conversation – identify a range of evidence to demonstrate that each of the practicum LOs has been achieved.

Write summary reflection, discuss with AT

Take part in professional conversation with ST and PS

Record evidence re student teacher’s achievements for each LO for summative report.

Support ST with actions around behaviour management from their professional reflection and also their next steps in relation to storytelling task.

Submit summative report for each LO

PS facilitates professional conversation and co-constructs with ST and AT ‘next steps’ for remainder of EDPRAC 100

PS debriefs ST about their learning during EDPRAC 100 and ‘next steps’ for EDPRAC 204 at end of practicum

PS completes EDPRAC 100 summative report

Click here to download a copy of this plan

NB - Please note that EDPRAC 100 will be completed in two blocks...
Week 1-3 ......... 7-24 February 2023
Weeks 4-5........ 27 March - 6 April 2023

The above plan provides guidance to support student teachers to plan to meet the requirements of the practicum. However, student teachers should take guidance from their associate teacher in relation to contextual factors within the school that may mean certain requirements will need to be completed at a different time.
# LEARNING OUTCOME 1

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

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>How have I developed and enhanced my communication with ākonga and colleagues?</td>
<td>1.1 appropriate communication with learners and colleagues is consistently demonstrated</td>
<td>KTT 8 - Engages in conversations with ākonga and colleagues to develop positive relationships</td>
</tr>
<tr>
<td>How have I demonstrated my ability to build positive, respectful professional relationships with ākonga and colleagues?</td>
<td>1.2 appropriate relationships with learners and colleagues are established and developed positively</td>
<td>KTT 13 - Knows and attempts to accurately pronounce ākonga names and learns about some aspects of ākonga home/whanau/cultural contexts</td>
</tr>
</tbody>
</table>

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

**Student teachers who build appropriate, positive professional relationships...**
- work collaboratively and positively, treating children and adults with respect
- develop equitable relationships
- reflect on their own effectiveness in building relationships with learners and colleagues
- seek feedback from their AT, and accept and act on advice given
- demonstrate manaakitanga and tangata whenua/tanga in interactions with learners and colleagues

**Links to TCANZ Standards...**
- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

**NB** - In addition to meeting the learning outcomes specified for the practicum, student teachers must demonstrate an acceptable level of English language competency. The professional supervisor and associate teacher must be satisfied that the student teacher's written and spoken English meets the professional standards required of a New Zealand primary teacher.

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

[Click here to download a copy of the LO evidence pages (pp. 8-11)]
**LEARNING OUTCOME 2**

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

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you observe, assess, plan, teach and evaluate children’s learning and your own teaching, consider:</td>
<td>2.0 different ways of teaching to suit children’s interests, abilities and learning requirements are identified and discussed</td>
<td>KTT 1 - Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
</tr>
<tr>
<td>What are different ways my associate teacher notices, recognises and responds to ākonga to promote learning?</td>
<td>2.1 planning is informed by: - analysis of focussed observations and discussion about children’s learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives</td>
<td>KTT 2 - With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ākonga learning needs and strengths</td>
</tr>
<tr>
<td>How effective was my teaching in contributing to children’s learning?</td>
<td>2.2 inclusive practices are identified when planning for learning</td>
<td>KTT 3 - In consultation with mentor/associate teacher, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
</tr>
<tr>
<td>What have I learned about my ākonga and their learning?</td>
<td>2.3 teaching/learning experiences that enhance children’s learning are carefully planned, implemented and evaluated</td>
<td>KTT 4 - In consultation with mentor/associate teacher, organises the learning environment and resources to implement planned learning experiences</td>
</tr>
<tr>
<td>What do I now understand about effective teaching practice?</td>
<td>2.4 children’s learning is monitored, analysed and evaluated to inform subsequent planning</td>
<td>KTT 5 - Reflects on teaching sessions and mentor/associate teacher feedback to identify ways to adapt teaching and organisational strategies to meet ākonga needs in subsequent teaching sessions</td>
</tr>
<tr>
<td><strong>Links to TCANZ Standards...</strong></td>
<td>2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</td>
<td>KTT 6 - Provides time for ākonga to talk about their learning during and at the end of learning/teaching sessions</td>
</tr>
<tr>
<td>• Te Tiriti o Waitangi</td>
<td></td>
<td>KTT 9 - Gives instructions that are generally clear and appropriate to ākonga age/capabilities</td>
</tr>
<tr>
<td>• Professional learning</td>
<td></td>
<td>KTT 10 - In collaboration with the mentor/associate teacher, manages the rest of the class while working with individuals/small groups</td>
</tr>
<tr>
<td>• Professional relationships</td>
<td></td>
<td>KTT 11 - With guidance, trials and refines positive management techniques appropriate for the ākonga and the context</td>
</tr>
<tr>
<td>• Learning focussed culture</td>
<td>In addition, student teachers who demonstrate effective pedagogical practice:</td>
<td></td>
</tr>
<tr>
<td>• Design for learning</td>
<td>• arrange regular observations, of and by the associate teacher, and subsequent analysis and discussion of these</td>
<td></td>
</tr>
<tr>
<td>• Teaching</td>
<td>• begin to justify, evaluate, and reflect on personal practice with reference to theories of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• take full responsibility for the teacher’s role planning, teaching and managing the learning programme for at least one day in collaboration with and under the supervision of the associate teacher</td>
<td></td>
</tr>
</tbody>
</table>

Evidence (from digital and/or hard copy file; IRIS Connect video analysis):
**LEARNING OUTCOME 3**

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

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean to be a professional teacher in Aotearoa/ New Zealand? How have I demonstrated professionalism during this practicum?</td>
<td>3.1 positive personal and professional requirements stipulated by the Teaching Council ‘Fit to be a Teacher Criteria’ are demonstrated appropriately 3.2. responsibilities to Māori learners are recognised and some implications for teachers’ practice are identified and discussed 3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned and evaluated with support 3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight 3.5 use digital technologies to engage in collaboration with associate teacher and other colleagues</td>
<td>KTT 7 - 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 KTT 12 - With support, incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
</tr>
</tbody>
</table>

**Links to TCANZ Standards...**
- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

**Student teachers who demonstrate appropriate professional responsibilities also...**
- Use initiative, and are consistently punctual and well-prepared
- Professionally document their involvement in teaching and learning
- Ask questions and engage regularly in professional discussions
- Record notes from reflective discussions with the associate teacher in their practicum file and share these with the professional supervisor
- Complete at least two critical reflections using the framework provided, each focussing on an aspect of their own personal practice, and discuss these with their associate teacher
- Identify and address ‘next steps’ with support from the associate teacher
- Discuss with professional colleagues ways responsibilities to Māori learners have implications for teachers’ practice in a bicultural nation
- Understand and strive to meet the professional expectations and dispositions required by the Teaching Council Aotearoa NZ
- Use digital tools to share and exchange knowledge, resources, experiences and practicum requirements with AT and PS during practicum
- Work collaboratively with in-school colleagues using digital technologies

**Evidence (from digital and/or hard copy file; IRIS Connect video analysis):**
LEARNING OUTCOME 4

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

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles does a teacher have in the classroom? in the wider school?</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td>KTT 14 - Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
</tr>
<tr>
<td>How do teachers work together in this school/team context?</td>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td>Student teachers who demonstrate their understanding of the work of teachers and contextual factors that shape this also...</td>
</tr>
<tr>
<td>How do influences outside the classroom/school impact on the decisions teachers make about learning and teaching?</td>
<td></td>
<td>• discuss with their associate teacher and professional colleagues the roles and responsibilities of teachers within the classroom and wider school context</td>
</tr>
</tbody>
</table>

Links to TCANZ Standards...
- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

Evidence (from digital and/or hard copy file; IRIS Connect video analysis):
Practicum Requirements

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

Documentation

You are expected to maintain a high standard of documentation to provide evidence of meeting practicum learning outcomes and to demonstrate your professionalism as a teacher. You will use both digital and hard copy files to manage documentation on this practicum. A suggested organisation for your documentation is provided here.

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

You will also set up a ‘working file’ in which you will store hard copies of...
- annotated planning
- tracking sheets/evidence of children’s learning
- other hard copy resource material to support teaching

If you prefer to plan or generate teaching materials in hard copy, please scan these into your digital file.

Practicum documentation

Templates for students to use when completing specific practicum requirements are available via the embedded links on relevant pages and are also posted in the EDPRAC 100 Canvas course.

Developing Awareness of the Teacher’s Role (LO 1, 4)

During the early part of your practicum, make an appointment to meet with the principal (or their representative) to discuss the broader dimensions of school life that impact on the teacher’s role. You should be prepared with questions for discussion and record a brief summary of responses related to aspects of school life such as:
- the school vision and values, how they were selected, and ways they are promoted and enacted
- ways the school is inclusive of and responsive to diverse learners and their families/whanau
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- particular professional development or learning/teaching initiatives within the school
- current issues in education and their implications for teaching and learning

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

You should also engage your associate teacher and other professional colleagues in discussions to learn about their professional roles and factors that influence their professional decision-making. Use opportunities to discuss and record notes about topics such as those listed above, as well as:
- the variety and complexity of the teacher’s role and responsibilities, including activities/roles that classroom teachers are involved in professionally beyond classroom teaching
- how teachers plan for and organise their classes to optimise learning for diverse learners
- ways school values and NZC Key Competencies are integrated into learning programmes
- strategies for building positive relationships with and between learners
- ways home-school partnerships are fostered to support children’s learning
Teaching as Inquiry

As stated in The New Zealand Curriculum (MoE, 2007, p. 34), “While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning”. The evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students.

The cyclical process of 'teaching as inquiry' (Aitken & Sinnema, 2008), introduced during EDPROST 102, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for this practicum.

Observations (LO 2, 3)

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

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

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

Focus 1: Developing familiarity with the classroom context

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

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

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

Discuss with your associate teacher...

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

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

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

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

Your responses may help you and your associate teacher to identify 'next steps' for your professional development (refer pp. 17-18).

Practicum documentation

Suggestions for recording information gathered for Focused Observation 1 are available in the model practicum file.
Focus 2: The teaching process in specific curriculum areas

Complete at least four focussed observations of your associate teacher (or another teacher) in Literacy and Maths using the Focused Observation template.

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

Before each observation:
- find out about the learning intentions that have been planned for the lesson
- work with your associate teacher to identify a focus for your observation
- Examples of an observation focus could include:
  - How does the teacher use positive management strategies to maintain learner engagement?
  - How does the teacher effect transitions during the lesson for individuals and/or groups?
  - How does the teacher structure the lesson? (e.g. sequence of activities, timings)
  - How does the teacher manage the learning activities?
  - How does the teacher use questions to scaffold children’s learning?
  - How does the teacher respond to individuals to support their learning during the session?
  - How does the teacher positively manage interactions and behaviour during the lesson?

During each observation:
- record deliberate teacher actions and learner responses related to the focus for your observation

Following each observation:
- discuss information collected from your observation with your associate teacher and ask carefully considered questions to help clarify your understanding of the teaching process
- record important learning that will inform your future practice

Practicum documentation

Use this template for recording observation data and findings for Observation Focus 2.

The template is also available in the EDPRAC 100 Canvas course.

Focus 3: Noticing, recognising and responding to children’s learning

Observe your associate (or another teacher) teaching a Maths group and a Literacy group (e.g. Reading, Written Language) and notice occasions where you could ‘see’ that a child learned something and/or achieved the intended learning. Use the provided Observation Focus 3 template.

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

NB - The Maths and Literacy groups you observe will then become your teaching groups.

Before each observation, ask your associate teacher to:
- identify and explain the learning intention/s and learning experiences for the lesson

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

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

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

Practicum documentation
Use this template for recording observation data and findings for Observation Focus 3. The template is also available in the EDPRAC 100 Canvas course.

Assessing, Planning, Teaching, Evaluating (LO 1, 2, 3, 4)


During EDPRAC 100, you are required to assess, plan, teach, and evaluate in as many areas of the curriculum as possible including Maths and Literacy (Reading and Writing).
To complete this requirement, you will need to draw on the knowledge you gained about the learning context, the teaching process, and the children as learners during your observations (refer pp.13-15).
You must provide documented evidence of:
• Planning and teaching sequences of lessons for small groups in at least two curriculum areas
• Planning and teaching sequences of lessons for large groups/the whole class in at least one other curriculum area
• Weekly planning for own involvement in teaching and learning
• Planning for one day of full responsibility for the learning programme

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

Reminders...
• Use formats that clearly define lesson components, and that are suitable for documenting single lessons or lesson sequences. Templates for single lessons and lesson sequences are also available on Canvas.
• Present all planning to your associate teacher well in advance of teaching sessions to allow time for modification and refinement.
• Seek ongoing feedback from your associate teacher to help you develop and refine your teaching practice and thereby enhance both your own and the children’s learning.

Important notes for Associate Teachers

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

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

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

In collaboration with your associate teacher, plan and prepare single lessons and then sequences of lessons (e.g. 3-4 consecutive lessons) for small groups in at least two curriculum areas (e.g. Reading, Maths):

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

Sequences of lessons for the whole class/large groups

In collaboration with your associate teacher, plan, prepare for and teach a sequence of lessons in at least one other curriculum area where you will teach a larger group or whole class, e.g. PhysEd, Art, Science, Music.

Utilise and adapt existing associate teacher or team planning:

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

Weekly planning

In consultation with your associate teacher, identify a suitable weekly planning format.

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

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

One day of full responsibility for the learning programme

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

- Clearly document your planning and organisation for this day
- Ask your associate teacher to observe you and give feedback to support your learning and help you refine subsequent planning and teaching practice
Reflecting on Personal Practice (LO 1,3)
*Refer Teaching as Inquiry and Reflective Practice (Practicum Handbook, p.15)

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

Next steps
Each week, discuss with your associate teacher a focus for your own professional development and record this on your 'Next Steps' sheet (template also available on Canvas). At the end of the week, reflect on and record your progress with your associate teacher and identify your focus for the following week.

Reflection on learning-focused relationships and communication
Each day read or tell a story to your class. This can be using a novel, picture book, oral storytelling or a digital story.

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

Professional reflections
Record one professional reflection that focuses on a ‘moment of uncertainty’ in your own classroom management. Use the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):

- **DESCRIBE** – What happened? What did I do?
  - succinctly describe what occurred

- **CONSIDER PERSPECTIVES** – Why did I act/respond in this way? How did this make me feel? How were others affected?
  - carefully consider your own and others’ perspectives

- **UNDERSTAND** – What do I now understand about myself as a teacher? What has informed my understanding?
  - make links to literature, theory, and discussions with your associate teacher and other colleagues

- **ACT** – What actions could I have taken? Why? What action/s will I take in future?
  - consider different possible actions, then briefly outline your selected action plan

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

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

Reflective discussions
Some of your reflective practice will take the form of discussions with your associate teacher, professional supervisor, and other colleagues (see also p.18). These discussions will help you to clarify your thinking, to make links to theory and research, to refine your practice, and to examine your beliefs about teaching and learning. Retain notes from reflective discussions in your practicum file.

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

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

- What have I learned about myself as a teacher? (LO1,2,3)
- What have I learned about factors impacting teaching and learning in this school context? (LO4, 5)
- What are key areas for development during my next practicum? (LO3)
<table>
<thead>
<tr>
<th>LO 1 - Demonstrate an ability to engage in positive, respectful relationships and develop professional communication with ākonga and colleagues</th>
<th>Assessment Criteria</th>
<th>#KTT</th>
<th>Key Teaching Tasks</th>
<th>Key Teaching Tasks at ‘Beginning’ level must be demonstrated to pass EDPRAC 100...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 positive, respectful relationships with ākonga and colleagues are established and developed</td>
<td>8.</td>
<td>Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td>Engages in conversations with ākonga and colleagues to develop positive relationships</td>
<td></td>
</tr>
<tr>
<td>1.2 professional communication with ākonga and colleagues is consistently demonstrated</td>
<td>13.</td>
<td>Knows and accurately pronounces ākonga names and is informed about ākonga home/ whanau/ cultural contexts</td>
<td>Knows and attempts to accurately pronounce ākonga names and learns about some aspects of ākonga home/ whanau/ cultural contexts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO 2 - Utilise and reflect on pedagogical practices informed by theory, research and evidence to facilitate ākonga learning</th>
<th>Assessment Criteria</th>
<th>#KTT</th>
<th>Key Teaching Tasks</th>
<th>Key Teaching Tasks at ‘Beginning’ level must be demonstrated to pass EDPRAC 100...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 different ways of teaching to suit ākonga interests, abilities and learning requirements are identified and discussed</td>
<td>1.</td>
<td>Interprets assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td></td>
</tr>
<tr>
<td>2.1 planning is informed by: - analysis of focussed observations and discussion about ākonga learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives</td>
<td>2.</td>
<td>Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths</td>
<td>With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ākonga learning needs and strengths</td>
<td></td>
</tr>
<tr>
<td>2.2 inclusive practices are identified when planning for learning</td>
<td>5.</td>
<td>Adapts teaching and organisational strategies to meet ākonga needs within teaching sessions</td>
<td>Reflects on teaching sessions and mentor/associate teacher feedback to identify ways to adapt teaching and organisational strategies to meet ākonga needs in subsequent teaching sessions</td>
<td></td>
</tr>
<tr>
<td>2.3 teaching/learning experiences that enhance ākonga learning are carefully planned, implemented and evaluated</td>
<td>3.</td>
<td>Develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga in learning</td>
<td>In consultation with mentor/associate teacher, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Organises the learning environment and resources to implement planned learning experiences</td>
<td>In consultation with mentor/associate teacher, organises the learning environment and resources to implement planned learning experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 ākonga learning is monitored, analysed and evaluated to inform subsequent planning</td>
<td>6.</td>
<td>Regularly engages ākonga in conversations about their learning using thoughtfully considered open questions</td>
<td>Provides time for ākonga to talk about their learning during and at the end of learning/teaching sessions</td>
<td></td>
</tr>
<tr>
<td>LO 3 - Discuss what it means to be an emerging teacher in Aotearoa New Zealand in alignment with professional expectations</td>
<td>2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</td>
<td>9. Gives clear, precise instructions appropriate to ākonga age/capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In collaboration with the mentor/associate teacher, manages the rest of the class while working with individuals/small groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning</td>
<td>10. Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With guidance, trials and refines positive management techniques appropriate for the ākonga and the context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Gives instructions that are generally clear and appropriate to ākonga age/capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.</td>
<td>Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.</td>
<td>With support, incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 positive personal and professional requirements stipulated by the Teaching Council of Aotearoa New Zealand Fit to be a Teacher Criteria are demonstrated appropriately</td>
<td>7. Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2. responsibilities to Māori ākonga are recognised and some implications for teachers’ practice are identified and discussed</td>
<td>14. Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned and evaluated with support</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 4 - Identify and discuss ways significant aspects of the learning/teaching context on the teacher’s role</td>
<td>3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 digital technologies are used to engage in collaboration with associate teacher and other colleagues</td>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Overview of Key Teaching Tasks – BEd(Tchg) Primary

<table>
<thead>
<tr>
<th>Key Teaching Tasks BEd(Tchg) Primary</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interprets assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ákonga learning needs/strengths</td>
<td>Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ákonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>Discusses with colleagues own analysis of assessment data from a range of sources (e.g. relevant norm referenced testing, recent formative information, observations) to identify ákonga learning needs/strengths in current Literacy and Maths learning foci</td>
</tr>
<tr>
<td>2</td>
<td>Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ákonga learning needs and strengths</td>
<td>With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ákonga learning needs and strengths</td>
<td>Independently plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ákonga learning needs and strengths</td>
</tr>
<tr>
<td>3</td>
<td>Develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ákonga in learning</td>
<td>In consultation with mentor/associate teacher, develops learning experiences, and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ákonga</td>
<td>Independently develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ákonga</td>
</tr>
<tr>
<td>4</td>
<td>Organises the learning environment and resources to implement planned learning experiences</td>
<td>In consultation with mentor/associate teacher, organises the learning environment and resources to implement planned learning experiences</td>
<td>Independently organises the learning environment and resources to implement planned learning experiences</td>
</tr>
<tr>
<td>5</td>
<td>Adapts teaching and organisational strategies to meet ákonga needs within teaching sessions</td>
<td>Reflects on teaching sessions and mentor/associate teacher feedback to identify ways to adapt teaching and organisational strategies to meet ákonga needs in subsequent teaching sessions</td>
<td>Confidently adapts planned teaching and organisational strategies to meet ákonga needs within teaching sessions and explains how this supports ákonga learning</td>
</tr>
<tr>
<td>6</td>
<td>Regularly engages ákonga in conversations about their learning using thoughtfully considered open questions</td>
<td>Provides time for ákonga to talk about their learning during and at the end of learning/teaching sessions</td>
<td>Plans for and regularly engages ákonga in conversations about their learning using thoughtfully considered open questions</td>
</tr>
<tr>
<td>7</td>
<td>Critically reflects on the impact of own teaching actions on ákonga, considers feedback, adjusts practice where required and justifies changes made</td>
<td>With support, reflects on the impact of own teaching actions on ákonga, acts on feedback to adjust practice where required and explains why changes are made</td>
<td>Critically reflects on the impact of own teaching actions on ákonga, considers feedback, adjusts practice where required and justifies changes made</td>
</tr>
<tr>
<td>Key Teaching Task</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Gives clear, precise instructions appropriate to ākonga age/capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Affirms ōkāonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NB** – At the conclusion of EDPRAC 304, PSTs must demonstrate proficiency in all Key Teaching Tasks.
# Teaching Council Aotearoa NZ Standards for the Teaching Profession

The Teaching Council Aotearoa NZ (TCANZ) Standards protect the quality of teaching in New Zealand and provide more certainty in the quality of all graduates from all teacher education programmes.

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

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

Student teachers should be aware that the Teaching Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must: (a) have a police vet satisfactory to the Teaching Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily.

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is fit to be a teacher should have the personal qualities to operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kohanga reo), in the community, and in the teaching profession. In each domain, a teacher will interact with learners (students), parents/whanau/caregivers, employers, and colleagues, and should at all times maintain high standards of:

<table>
<thead>
<tr>
<th>Trustworthiness, to</th>
<th>Honesty, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>work independently and without supervision</td>
<td>demonstrate integrity to all contacts</td>
</tr>
<tr>
<td>meet any reasonable requirements for the protection and safety of others</td>
<td>respect persons and property</td>
</tr>
<tr>
<td>preserve confidences</td>
<td>report clearly and truthfully</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reliability, to</th>
<th>Sensitivity and compassion, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>take on responsibilities with due regard for time and place</td>
<td>respect other cultural and social values</td>
</tr>
<tr>
<td>meet the expectations of caregivers and the learning centre when supervising learners</td>
<td>recognise and respect others as individuals</td>
</tr>
<tr>
<td>accept, plan and execute a variety of tasks and professional responsibilities</td>
<td>care for the learning of those who are disadvantaged and those with learning difficulties</td>
</tr>
<tr>
<td></td>
<td>demonstrate firmness when necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect for others, to</th>
<th>Imagination, enthusiasm and dedication, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate respect for the law</td>
<td>support and inspire others in their work</td>
</tr>
<tr>
<td>adopt accepted codes of language, dress and demeanour</td>
<td>generate excitement and satisfaction in learning</td>
</tr>
<tr>
<td>accept and carry out collegial and employer decisions</td>
<td>engage in co-curricular tasks which expand learning opportunities</td>
</tr>
<tr>
<td>respect the views of others</td>
<td>show respect for learning and inspire a love of learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication, to</th>
<th>Physical and mental health, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate easily and lucidly in the English or Māori official languages of New Zealand</td>
<td>carry out duties safely and satisfactorily</td>
</tr>
<tr>
<td>exercise discretion</td>
<td>show emotional balance and maturity</td>
</tr>
<tr>
<td>give and receive constructive criticism</td>
<td>display warmth and humour</td>
</tr>
<tr>
<td>seek advice when needed</td>
<td></td>
</tr>
</tbody>
</table>

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher they had behaved in a way that was seriously unethical, irresponsible, or unprofessional.

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

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


