Bachelor of Education
(Teaching) Huarahi Māori
Specialisation

Pukapuka ārahi mā te pouako pīrere

Practicum brief for student teachers

EDPRACM 204:
Noho-a-kura 2
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**NOHO-Ā-KURA 2: EDPRACM 204 PRACTICUM**

_He Tirohanga Whānui ki ngā Kōwae Noho-ā-kura o Te Huarahi Māori_

_Overview of Practicum Courses in the BEd (Te H) Huarahi Māori_

<table>
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<th>Year 1 - EDPRACM 100 (15 points)</th>
<th>A five-week assessed practicum. 2 days of full responsibility for the learning programme.</th>
</tr>
</thead>
<tbody>
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<td>Year 2 - EDPRACM 204 (15 points)</td>
<td>A six-week assessed practicum. 8 days of full responsibility for the learning programme.</td>
</tr>
</tbody>
</table>
| Year 3 - EDPRACM 304 (15 points) | **Part A:** A three-week placement at the beginning of the school year.  
**Part B:** An eight-week assessed practicum. 15-20 days of full responsibility for the learning programme. |

**NGĀ WHAKAPĀ I TE KURA AKORANGA ME TE TAUWHIRO TANGATA**

**FACULTY OF EDUCATION AND SOCIAL WORK CONTACTS**

<table>
<thead>
<tr>
<th>Epsom Campus</th>
<th>Phone (09) 623 8899</th>
</tr>
</thead>
</table>
| Associate Professor Tony Trinick  
Practicum Coordinator EDPRACM 204 | t.trinick@auckland.ac.nz  
Ext 48905 |
| Ruth Lemon  
Programme Leader | ruth.lemon@auckland.ac.nz  
0279190694 |
| Shima Mozafarian:  
Practicum Manager | s.mozafarian@auckland.ac.nz  
Ext 48781 |
| Selina Gukibau:  
Practicum Placement Coordinator | selina.gukibau@auckland.ac.nz  
Ext 48452 |

<table>
<thead>
<tr>
<th>Te Tai Tokerau Campus, Whangarei</th>
<th>Phone (09) 470 1000</th>
</tr>
</thead>
</table>
| Yvette Meara  
Practicum Coordinator | yvette.meara@auckland.ac.nz |
| Sharna McKenzie  
Practicum Placement Coordinator | sharna.mckenzie@auckland.ac.nz  
Ext: 47020 |

**He kupu tipoka mātuatua mā te pouako pīrere**

**Important notes for student teachers:**

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

- **We reserve the right to not allow you a school practicum placement where we identify that you are not sufficiently prepared.**  
This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to contact their practicum coordinator directly as soon as possible.

- **During practicum, student teachers must keep their student ID cards with them.**

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

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

- **All DELNA language requirements must be met prior to the final practicum placement.**
Confidentiality during Practicum

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

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

Attendance requirements during practicum

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

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

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

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

Requests for Leave during Practicum

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

In the case of sick leave, student teachers do not need to submit a request for leave but must advise their AT/school, PS and Practicum Co-ordinator by email prior to 8am on the day of the absence. A medical certificate is required for sick leave of three or more days duration.

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

The purpose of EDPRACM 204

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

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

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

*List/summary of student teacher requirements*

### Before EDPRACM 204, I have....

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<thead>
<tr>
<th></th>
<th>1a/b</th>
<th>2a/b</th>
<th>3a/b</th>
<th>4a/b</th>
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</thead>
<tbody>
<tr>
<td>• Attended/accessed all EDPRACM 204 on-campus sessions</td>
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<tr>
<td>• read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRACM 204</td>
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<tr>
<td>• organised my digital practicum file with clearly labelled sections</td>
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<tr>
<td>• made email contact with my school/ associate teacher (AT) and professional supervisor (PS)</td>
<td>AT</td>
<td>PS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• completed Compulsory Task #1</td>
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### Towards the end of EDPRACM 204, I have...

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<tbody>
<tr>
<td>• Taken full responsibility for the learning programme for 8 consecutive days</td>
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<tr>
<td>• documented discussions with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher’s role</td>
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<tr>
<td>• completed ST self-assessment report sheets prior to the professional conversation LO1 LO2 LO3 LO4 LO5</td>
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<td></td>
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</tr>
<tr>
<td>• completed progress check re Compulsory Task #2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• contributed to my assessment for EDPRACM 204 during the professional conversation, referencing and justifying 3 pieces of evidence re LO2 from my digital practicum file</td>
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<tr>
<td>• completed my Reflective Summary, emailed this to my PS, met with my professional supervisor post-practicum to share my Reflective Summary and to confirm my final grade</td>
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### During EDPRACM 204, I have...

#### Observation Focus 1: Developing familiarity with classroom learning environment
- documented information relating to the classroom environment

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

#### Observation Focus 3: Noticing, recognising, and responding to children’s learning
- documented discussion with my AT about: purposes of assessment; recording/storage methods used; analysis of and responses to information collected
  - collected/analysed assessment information for three groups of children: ________
  - collected/analysed assessment information for three groups of children: ________
  - discussed assessment analyses with my associate teacher
  - completed Week 3 progress check re Compulsory Task #2

#### Assessing, planning, teaching, evaluating Focus 1: multiple groups
- planned, taught, and evaluated lesson sequences for 3 groups in ________
  - planned, taught, and evaluated lesson sequences for 3 groups in ________

#### Assessing, planning, teaching, evaluating Focus 2: larger groups/whole class
- used collected/analysed assessment information to inform planned lesson sequences for a larger group/ whole class in two curriculum areas
- taught and evaluated two lesson sequences for a larger group/whole class
- documented discussion with my AT about relationships between assessment, planning, teaching & evaluating

#### Reflecting on personal practice:
- discussed my ‘Next Steps’ with my AT and documented these
- reflected on my personal practice using the professional reflection framework (x 2)
- recorded a weekly IRIS video, focusing on my Next Steps, and shared with my AT

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<tr>
<th>Ngā Putanga Ako - Learning Outcomes</th>
<th>Ngā Paearu Aromatawai - Assessment Criteria</th>
</tr>
</thead>
</table>
| 1. Establish professional relationships and communicate effectively with ākonga and colleagues. | 1.1 Effective communication with children, colleagues, parents/whānau is practised consistently and reflected upon regularly.  
1.2 Effective professional relationships within the educational community of the school are practised consistently. |
| 2. Demonstrate effective pedagogical practice that promotes ākonga learning and is informed by theory, research, current curriculum and practice. | 2.1 Planning is informed by discussion about, and thoughtful analysis of, focused observations and assessment information in accordance with policy documents.  
2.2 A variety of teaching/learning approaches to enhance children's learning are selected in an informed manner when planning, and enacted in teaching.  
2.3 Sequential teaching/learning experiences are planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class.  
2.4 Children's social competence is fostered by strategies that are contextually appropriate and consistently applied.  
2.5 Bicultural practices and diversity are considered when planning for learning. |
| 3. Demonstrate and reflect on the responsibilities and dispositions expected as a professional teacher in Aotearoa New Zealand. | 3.1 Positive personal and professional responsibilities are demonstrated appropriately.  
3.2 Requirements stipulated by the Teaching Council (Code of Professional Responsibility, Standards for the Teaching Profession and TātaiReo) are demonstrated appropriately.  
3.3 Practicum-related professional development 'next steps' are identified, actioned and evaluated effectively.  
3.4 Opportunities for professional growth are recognised and appropriate procedures to capitalise upon these are identified, and critically reflected upon. |
| 4. Explain how significant contextual complexities have implications for teaching and learning. | 4.1 The implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner. |
| 5. Use te reo Māori discourse appropriate to practicum context. | 5.1 Use te Māori language skills and knowledge effectively to facilitate the teaching and learning process.  
5.2 Use the systems of the Māori language to facilitate exploration and learning through meaningful contexts.  
5.3 Use Māori language skills and knowledge appropriately to facilitate learning of and through te ao Māori. |
### EDPRACM 204: An overview of key roles and responsibilities

#### Ngā Haepapa o te Pouako Pīrere  
**Student Teacher (ST) Responsibilities**

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<tr>
<th>Week One</th>
<th>LOs 1 3 5 KTT2, 3, 10, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Introduce yourself to your AT and the class</td>
<td></td>
</tr>
<tr>
<td>▪ Share Compulsory Task #1 with AT and PS (Next Steps to be completed towards the end of the week) – <a href="#">link to make a copy of the Compulsory Task #1</a>.</td>
<td></td>
</tr>
<tr>
<td>▪ Negotiate time frame for addressing practicum requirements with AT including 8 days full responsibility - complete a plan</td>
<td></td>
</tr>
</tbody>
</table>
| ▪ **Observation Focus 1:**  
  - [Link to make a copy of the task](#) - discuss findings with AT at end of week |
| ▪ **Observation Focus 2:**  
  - [Link to make a copy of the task](#) - Arrange a time to meet with AT to discuss assessment |
| ▪ **Observation Focus 3:**  
  - [Link to make a copy of the task](#) - Clearly identify your teaching responsibilities on your AT’s weekly plan for this week and for weeks 2 – 6 |
| ▪ **Principal Discussion Organisation**  
  - Organise a time over the next six weeks to meet with the principal to have a discussion (all students at the school meet with the principal at the same time) |

<table>
<thead>
<tr>
<th>Week Two</th>
<th>LOs 1 2 3 5 KTT1, 2, 3, 4, 5, 7, 9, 10, 11</th>
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</thead>
</table>
| ▪ **Observation Focus 2:**  
  - [Link to make a copy of the task](#) - continued… |
| ▪ **Observation Focus 3:**  
  - [Link to make a copy of the task](#) - continued… |
| ▪ Assessing/planning/teaching/evaluating Focus 1:  
  - [Link to make a copy of the te reo Māori planning template](#) and/or the bilingual planning template - eg. 1 x Pāngarau group and 1 x Te Reo Matatini group |

#### Ngā Haepapa o te Pouhāpai  
**Associate Teacher (AT) Responsibilities**

<table>
<thead>
<tr>
<th>Week One</th>
<th>LOs 1 3 5 KTT2, 3, 10, 11</th>
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<tbody>
<tr>
<td>▪ Discuss practicum requirements with ST including the period of PR – negotiate time frame for addressing these</td>
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<tr>
<td>▪ Share and discuss pertinent planning templates, class, and school information</td>
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<tr>
<td>▪ Identify expectations as to where, when, and how planning is completed</td>
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<tr>
<td>▪ Discuss STs findings re <strong>Observation Focus 1</strong></td>
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</tr>
<tr>
<td>▪ Arrange times for ST to observe/discuss my teaching process (Observation Focus 2)</td>
<td></td>
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<tr>
<td>▪ Arrange a time to meet with ST to discuss assessment</td>
<td></td>
</tr>
<tr>
<td>▪ Arrange times for ST to observe/assess/discuss ākonga learning (Observation Focus 3)</td>
<td></td>
</tr>
<tr>
<td>▪ Give verbal feedback on STs observed use of te reo Māori during classroom interactions</td>
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<tr>
<td>▪ Support ST with ‘Next Steps’ Compulsory Task #1.</td>
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#### Ngā Haepapa o te Poutoro  
**Professional Supervisor (PS) Responsibilities**

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<th>Week One</th>
<th>LOs 1 3 5 KTT2, 3, 10, 11</th>
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<tbody>
<tr>
<td>▪ Conduct initial group visit via Zoom (can be all students and ATs from various schools at the same time)</td>
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</tr>
<tr>
<td>▪ Check digital practicum file is organised and accessible. Provide feedback on organisation where required.</td>
<td></td>
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<tr>
<td>▪ Check Compulsory Task #1 is completed.</td>
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<tr>
<td>▪ Arrange observation visits for week 4 or 5 and professional conversations for week 6.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Two</th>
<th>LOs 1 2 3 5 KTT1, 2, 3, 4, 5, 7, 9, 10, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Continue to give written and/or verbal feedback on observed teaching paying particular attention to ST use of te reo Māori and their use of questioning in learning conversations with ākonga.</td>
<td></td>
</tr>
<tr>
<td>▪ Discuss STs focused observations re Observation Focus 2 particularly STs identified implications for their own teaching.</td>
<td></td>
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<tr>
<td>▪ Check Reflection #1 and provide ‘light’ feedback.</td>
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</tbody>
</table>
**Week Three**

**LOs 1 2 3 4 5**

- **Assessing/planning/teaching/evaluating Focus 1:** continued…
  - Sequences of lessons for multiple groups of children.
  - Sequences of lessons for a larger group/whole class.
  - Take responsibility to organise and manage the whole class for a block or blocks of the day using a combination of your own planning and AT planning.

- **Video Reflection:** Identify one element of your teaching practice from your next steps document and video this using IRIS Connect. Reflect on this video and discuss further next steps with your AT. Add these to your ‘Next Steps’ document.

- Share progress re Compulsory Task #2 with AT and PS. Link to make a copy of the Compulsory Task #2 file.

**Week Four**

**LOs 1 2 3**

- **Assessing/planning/teaching/evaluating Focus 1:** continued…
  - Continue to give written and/or verbal feedback on observed teaching paying particular attention to ST use of te reo Māori and their use of questioning in learning conversations with ākonga.

- Read through ST sequence planning for larger group/whole class, suggest improvements/modifications and approve implementation.

- Give written and/or verbal feedback on observed planning/teaching/evaluation and management aspects of larger groups/whole class.

- Support AT with weekly ‘Next Steps’ and video practice analysis.

- Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required.

- Check Compulsory Task #2 and provide ‘light’ feedback.

- Provide feedback on IRIS videos that are shared and annotated by students.
<table>
<thead>
<tr>
<th>Week Five</th>
<th>4 5</th>
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</thead>
<tbody>
<tr>
<td><strong>LOs 1 2 3 4 5</strong></td>
<td><strong>4 5</strong></td>
</tr>
<tr>
<td><strong>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</strong></td>
<td><strong>Sequences of lessons for multiple groups of children</strong></td>
</tr>
<tr>
<td></td>
<td>• Link to make a copy of the te reo Māori planning template and/or the bilingual planning template - eg. 3x Pāngarau groups and 3x Te Reo Matatini groups</td>
</tr>
<tr>
<td></td>
<td>• Assessing/planning/teaching/evaluating Focus 2: continued… Sequences of lessons for a larger group/whole class</td>
</tr>
<tr>
<td></td>
<td>• Link to make a copy of the te reo Māori planning template and/or the bilingual planning template - for another curriculum area (i.e. not Te Reo Matatini or Pāngarau)</td>
</tr>
<tr>
<td></td>
<td>• Video Reflection: Identify one element of your teaching practice from your next steps document and video this using IRIS Connect. Reflect on this video and discuss further next steps with your AT. Add these to your ‘Next Steps’ document.</td>
</tr>
<tr>
<td></td>
<td>• Take responsibility to organise and manage the whole class for two whole days using own planning</td>
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<td></td>
<td>- teach/assess children and evaluate their learning and your own teaching in an ongoing way</td>
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<tr>
<td></td>
<td>Prepare for observation visit in either week 5 or 6.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior to professional conversation</th>
<th>Prior to professional conversation:</th>
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<tbody>
<tr>
<td></td>
<td>Note comments in AT’s section of Assessment Report, supported by evidence in relation to each LO, to share during professional conversation in week 6.</td>
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<tr>
<td></td>
<td>• Read through ST planning and approve implementation.</td>
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<td></td>
<td>• Give written and/or verbal feedback on planning, observed teaching, assessment, evaluation, and management.</td>
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</tbody>
</table>

| Observation visits for week 5 - PS visits and observes ST teaching. Feedback after teaching of ‘noticings’/observations and next steps. Set up zoom link and share for professional conversation. |
|---|---|
| | • Check Reflection #2 and provide ‘light’ feedback. |
| | • provide feedback on IRIS videos that are shared and annotated by students. |

<p>| Confirm Observation visits and professional conversations for week 6. |</p>
<table>
<thead>
<tr>
<th>Week Six</th>
<th>LOs 1 3 4 KIT9</th>
<th>Professional Conversation via Zoom or in person - provides feedback, facilitates professional conversation, identifies LOs achieved and documents summary comments from professional conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to professional conversation: prepare ST Self-assessment Report by collating evidence in relation to each LO to share during professional conversation in week 7.</td>
<td>▪ Share progress re Compulsory Task #2 with AT and PS - link to make a copy of the Compulsory Task #2</td>
<td></td>
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<tr>
<td>▪ Negotiate with AT specific lessons to teach to further refine practice.</td>
<td>▪ Complete AT section of Assessment Report and send to either in-school practicum coordinator or PS</td>
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<tr>
<td>▪ Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections.</td>
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<tr>
<td>Post practicum: Share Reflective summary with PS during debriefing</td>
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</tbody>
</table>

All templates will ask you to make a copy to your own Google Drive. If you would like to see everything in the folder – [here is the viewing link](https://docs.google.com/document/d/1altD2NsGTCzhAhpqJRx4CP8a8zR4pQwRhfS2RHtmxMGY/copy)

### Link summary

- **Checklist/summary of requirements** - [https://docs.google.com/document/d/1altD2NsGTCzhAhpqJRx4CP8a8zR4pQwRhfS2RHtmxMGY/copy](https://docs.google.com/document/d/1altD2NsGTCzhAhpqJRx4CP8a8zR4pQwRhfS2RHtmxMGY/copy)
- **Sample structure for your digital practicum planning folder** - [https://docs.google.com/document/d/1OH0B23sm7G9r7iQFKhWWuijMar9eOV1K/copy](https://docs.google.com/document/d/1OH0B23sm7G9r7iQFKhWWuijMar9eOV1K/copy)
- **Huarahi Māori Key Teaching Tasks** - [https://docs.google.com/document/d/1OH0B23sm7G9r7iQFKhWWuijMar9eOV1K/copy](https://docs.google.com/document/d/1OH0B23sm7G9r7iQFKhWWuijMar9eOV1K/copy)
- **Compulsory Task #1** - [https://docs.google.com/document/d/1UU6tsCukPlyakqFj67rElSF9kOTMs/copy](https://docs.google.com/document/d/1UU6tsCukPlyakqFj67rElSF9kOTMs/copy)
- **Observation Focus 1** - [https://docs.google.com/document/d/192DL8vtbXjs3vCcgecb7Xf8K9rT/copy](https://docs.google.com/document/d/192DL8vtbXjs3vCcgecb7Xf8K9rT/copy)
- **Observation Focus 2** - [https://docs.google.com/document/d/1FFhkpIEdsIn5N5_OD7go1HuNsHizHKh/copy](https://docs.google.com/document/d/1FFhkpIEdsIn5N5_OD7go1HuNsHizHKh/copy)
- **Observation Focus 3** - [https://docs.google.com/document/d/1x28H7ip9cEP_VTBOlKeT1v8AdDw_e/copy](https://docs.google.com/document/d/1x28H7ip9cEP_VTBOlKeT1v8AdDw_e/copy)
- **Te Reo Māori lesson sequence planning template** - [https://docs.google.com/document/d/1YAWFejWri3mdjTW_0AN59KnjLgTdj/copy](https://docs.google.com/document/d/1YAWFejWri3mdjTW_0AN59KnjLgTdj/copy)
- **Bilingual lesson sequence planning template** - [https://docs.google.com/document/d/132nEz5EP4t4ZQWKha4x0aXTGsVzVzv4/copy](https://docs.google.com/document/d/132nEz5EP4t4ZQWKha4x0aXTGsVzVzv4/copy)
- **Reflection template** - [https://docs.google.com/document/d/1CCeMH_neMLoqJvRlsq2sUH98sJFOR/copy](https://docs.google.com/document/d/1CCeMH_neMLoqJvRlsq2sUH98sJFOR/copy)
- **Compulsory Task #2** - [https://docs.google.com/document/d/1WrZCvN5N5UNjr9OYXmrZSU2hvUntramVxmCDUH04J8A/copy](https://docs.google.com/document/d/1WrZCvN5N5UNjr9OYXmrZSU2hvUntramVxmCDUH04J8A/copy)
- **Reflective Summary** – [https://docs.google.com/document/d/1rSLFuS_9rvvCvFhAgwcMULyEcG5H/copy](https://docs.google.com/document/d/1rSLFuS_9rvvCvFhAgwcMULyEcG5H/copy)
- **IRIS Connect on your laptop** - [https://oceania.irisconnect.com/](https://oceania.irisconnect.com/) - Note: you will need to go to Google Play Store and/or Apple Store to download the app for your cell phone or iPad.
<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
<th>Links to standards</th>
<th>Links to Te TaíReo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports the implementation of localised curriculum design that is responsive to the needs and priority of ākonga and whānau community.</td>
<td>With support from mentor/associate teacher, designs programmes of learning that draw on localised curriculum, embedding student’s learning experiences in local contexts, uara, tikanga, pūrākau, mātawangō and resources that are responsive to the needs and priority of ākonga and whānau/community. These are selected in consultation with mentor/associate teacher.</td>
<td>Designs and teaches programmes of learning that draw on localised curriculum, embedding student’s learning experiences in local contexts, uara, tikanga, pūrākau, mātawangō and resources that are responsive to the needs and priority of ākonga and whānau/community.</td>
<td>Confidently designs and teaches programmes of learning that draw on localised curriculum, embedding student’s learning experiences in local contexts, uara, tikanga, pūrākau, mātawangō and resources that are responsive to the needs and priority of ākonga and whānau/community.</td>
<td>Te Tiriti o Waitangi partnership</td>
<td>Kia Ora te Reo</td>
</tr>
</tbody>
</table>

KOTRI - have specific strategies to contribute to the sustainability of reo ā-iwi. |
| Communicates using the appropriate reo Māori function i.e., giving instructions, area of learning, and learning context. | Communicates using the appropriate reo Māori function that is generally clear and appropriate to ākonga age and capabilities. | Communicates using the appropriate reo Māori function that is clear and appropriate to ākonga age/capabilities. | Consistently communicates using the appropriate reo Māori function precisely and appropriate to ākonga age and capabilities. | Te Tiriti o Waitangi partnership Teaching Learning-focused culture | Kia Rere te Reo |

can adjust language and how it is expressed to suit different levels of ākonga and situations. communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement. Kia Tika te Reo use a range of general and specific vocabulary items competently and correctly in Māori. Kia Ora te Reo are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement. |
| Utilises second language teaching pedagogy to support effective teaching and learning in the medium of te reo Māori. | With guidance, trials and refines second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori. | Uses a range of second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori that are appropriate for the ākonga and the context. | Confidently uses second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori that are appropriate for the ākonga involved, the moment and the context. | • Te Tiriti o Waitangi partnership • Learning-focused culture • Professional learning • Design for learning • Teaching • Professional Relationships | Kia Tika te Reo |

speak te reo Māori competently with correct pronunciation, stress and intonation. Kia Ora te Reo utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori. |
<table>
<thead>
<tr>
<th>4</th>
<th>Interprets assessment data from a range of sources (e.g., relevant norm referenced testing, recent formative information, observations) to accurately identify ākonga learning needs/strengths in current learning foci in te reo matatini and pāngarau.</th>
<th>Under the guidance of the mentor/associate teacher, gathers and interprets formative assessment data to identify ākonga learning needs/strengths in current learning foci in te reo matatini and pāngarau.</th>
<th>With support, interprets assessment data, including relevant norm referenced testing and recently gathered formative information, to identify ākonga learning needs/strengths in current learning foci in te reo matatini and pāngarau.</th>
<th>Discusses with colleagues, own interpretation of assessment data from a range of sources (e.g., relevant norm referenced testing, recent formative information, observations) to accurately identify ākonga learning needs/strengths in current learning foci in te reo matatini and pāngarau.</th>
<th>Design for learning Professional learning</th>
<th><strong>Kia Rere te Reo</strong>  - communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>Designs and teaches sequences of lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and assessment information, and incorporate thoughtfully selected teaching approaches and resources (including digital resources) to connect with and engage diverse ākonga (differentiation).</td>
<td>With support from mentor/associate teacher, designs and teaches lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and knowledge of ākonga learning needs/strengths. Teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga are selected in consultation with mentor/associate teacher.</td>
<td>Designs and teaches sequences of lessons with clear learning intentions and success criteria that draw on key curriculum documents, learning progressions, and assessment information, and incorporate teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga (differentiation).</td>
<td>Confidently designs and teaches sequences of lessons with specific learning intentions and success criteria that draw on key curriculum documents, learning progressions, and assessment information, and incorporate thoughtfully selected teaching approaches and resources (including digital resources) to connect with and engage diverse ākonga (differentiation).</td>
<td>Design for learning Teaching Learning-focused culture</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Adapts teaching strategies to meet ākonga needs within teaching sessions (adaptive expertise).</td>
<td>Reflects on teaching sessions and mentor feedback comments to identify ways to adapt teaching strategies to meet ākonga needs in subsequent teaching sessions.</td>
<td>Shows willingness to deviate from planning and adapt teaching strategies to meet ākonga needs within teaching sessions.</td>
<td>Confidently adapts teaching strategies to meet ākonga needs within teaching sessions (adaptive expertise).</td>
<td>Teaching Professional learning</td>
<td><strong>Kia Rere te Reo</strong>  - can explain complex topics, clearly and accurately. <strong>Kia Tika te Reo</strong>  - can facilitate higher level thinking in ākonga e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.</td>
</tr>
</tbody>
</table>
| 7 | Regularly engages in conversations with ākonga and their whānau about ākonga learning to determine appropriate next learning steps. | Provides time for ākonga and their whānau to reflect on ākonga learning at the end of learning and teaching sessions and uses this to inform decisions about next learning steps. | Plans for and implements opportunities for ākonga and their whānau to discuss ākonga learning and uses this to inform decisions about next learning steps. | Plans for and regularly engages in conversations with ākonga and their whānau about ākonga learning to determine appropriate next learning steps. | Design for learning Teaching | **Kia Rere te Reo**  - can adjust language and how it is expressed to suit different levels of ākonga and situations. **Kia Tika te Reo**  - use a range of general and specific vocabulary items competently and correctly in Māori. speak te reo Māori competently with correct pronunciation, stress and intonation.
|   | Organises the learning environment to accommodate multiple learning configurations and varied learning experiences. | In collaboration with the mentor/associate teacher, organises the learning environment to accommodate multiple learning configurations and varied learning experiences. | Confidently organises the learning environment to accommodate multiple learning configurations and varied learning experiences. | Learning-focused culture  
Teaching |
|---|---|---|---|---|
| 8 | Critically reflects on the impact of own teaching actions on ākonga, adjusts practice where required and justifies changes made. | Reflects on the impact of own teaching actions on ākonga, considers alternative actions and approaches, adjusts practice where required and justifies changes made. | Critically reflects on the impact of own teaching actions on ākonga, adjusts practice where required and justifies changes made. | Professional learning  
Learning-focused culture |
| 9 | Develops positive learning-focused relationships with ākonga, their whānau and colleagues. | Engages in conversations with ākonga, their whānau and colleagues to develop positive learning-focused relationships. | Confidently initiates conversations to develop positive relationships with ākonga, their whānau and colleagues. | Professional relationships  
Learning-focused culture |
| 10 | Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus. | Plans for ākonga contributions to and questions about the learning focus during teaching/learning sessions. | Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus. | Teaching  
Learning-focused culture  
Professional relationships |
| 11 | Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context. | With guidance, trials and refines positive management techniques appropriate for the ākonga and the context. | Confidently uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context. | Teaching  
Learning-focused culture  
Professional relationships |
| 12 | Kia Māori te Reo  
can describe and explain Māori specific experiences relevant to a range of learning contexts. | Kia Māori te Reo  
can describe and explain Māori specific experiences relevant to a range of learning contexts. | Kia Māori te Reo  
can describe and explain Māori specific experiences relevant to a range of learning contexts. | Kia Rere te Reo  
can explain complex topics, clearly and accurately. |
| 13 | Can adjust language and how it is expressed to suit different levels of ākonga and learning contexts. | With support, adjusts language and how it is expressed to suit different levels of ākonga and learning contexts | Authentically adjust language and how it is expressed to suit different levels of ākonga and learning contexts | Authentically and proactively adjust language and how it is expressed to suit different levels of ākonga and learning contexts | Te Tiriti o Waitangi partnership Design for learning | Kia Rere te Reo can adjust language and how it is expressed to suit different levels of ākonga and situations can explain complex topics, clearly and accurately. Kia Tika te Reo use a range of general and specific vocabulary items competently and correctly in Māori. Kia Ora te Reo have specific strategies to contribute to the sustainability of reo ā-iwi. are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement. |
| 14 | Seeks, processes, and acts on feedback about ways to improve/refine practice to better support ākonga learning | Accepts and acts on feedback about ways to improve/refine practice to support ākonga learning | Listens to, processes, and acts on feedback about ways to improve/refine practice to better support ākonga learning | Seeks, processes, and acts on feedback to improve/refine practice to better support ākonga learning | Professional learning Learning-focused culture Teaching | |

Download a copy of the KITs (the MWhM) at [https://docs.google.com/document/d/1OH0B2S3m7Ga9i7jQFKhWWujMkt9cOVK/copy](https://docs.google.com/document/d/1OH0B2S3m7Ga9i7jQFKhWWujMkt9cOVK/copy)
NGĀ WHAKARITENGA TAUWHĀITI - SPECIFIC PRACTICUM REQUIREMENTS

1. TE MĀTAKITAKITANGA (OBSERVING)

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

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

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

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

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

Arotahi Mātakiti 2: Te tukanga whakaako, arā, te whakamahere, te whakaako, te aromatawai me te arotake, i ngā whanga ako
Observation Focus 2: The teaching process in specific curriculum areas
(i.e. assessing, planning, teaching, evaluating, reflecting)

Complete at least **four focused observations** of your associate teacher in at least **two curriculum areas**. **Use the template** to document your observations.

**Before each observation:**

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

**During each observation:**

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

**Following each observation:**

- discuss information collected from your observation with your associate teacher by asking carefully formulated questions to help clarify your understanding.
- record the key points from your discussion including some ‘next steps’ for your own practice (e.g. further observation, planning for teaching a group, leading a class session).
Complete **six observations** of your **associate teacher teaching groups** in **two** curriculum areas (e.g. **three** Te Reo Matatini groups and **three** Pāngarau groups).

Use the ‘**Notice, recognise and respond**’ template to document your observations.

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

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

**Before each observation**, ask your associate teacher to:

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

**During each observation:**

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

- briefly describe what you **noticed** about each child’s learning in relation to the learning intentions and record evidence that indicates learning.
  
i.e. What did you see? What did you hear?

- identify what you **recognise** as being significant for each child and her/his learning eg. **asking questions, responding to questions, engagement.**

- identify how you will **respond** to the children in your planning and teaching; record key points for your future planning as well as possible feedback you might give each child.

**Following each observation:**

- discuss your findings with your associate teacher and confirm ‘next steps’ for children’s learning, and for your own teaching/learning.

- collaboratively plan the next lesson with your AT.
Summary:
During EDPRACM 204, you will be involved in assessment, planning, teaching, and evaluating. You will need to provide documented evidence of:
- sequences of lessons for multiple groups of children in two curriculum areas and related assessment information.
- a sequence of lessons for a larger group of children/the whole class in at least one other curriculum area and related assessment information.
- short-term/weekly planning.
  - Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.
  - The te reo Māori lesson sequence template or the bilingual template can be used for planning lesson sequences.
  - Assess, plan, teach, and evaluate in as many areas of the curriculum as possible (a minimum of three) including, where possible, Pāngarau and Te Reo Matatini.
  - Include multiple group management (of at least two groups) within your practicum teaching experience.
  - Gradually work towards taking full responsibility for planning, teaching, and managing the class learning programme for 8 consecutive days.

Arotahi 1: He raupapa akoranga mō ngā rōpū maha
Assessing/planning/teaching/evaluating
Focus 1: Sequences of lessons for multiple groups of children

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

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

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

Following each lesson in the sequence:

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

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

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

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

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

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

During each lesson in the sequence:

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

Following each lesson in the sequence:

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

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

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

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

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

Te ‘Pānui-ā-waha’ me ngā Pūkete Whai Haere

‘Read alouds’ and Running Records

- Select and read appropriate pieces of children’s literature (e.g. picture book, novel, big book, poetry, etc.) to the class as often as possible and at least weekly.
- Record the titles in a ‘Reading Log’ for future reference.
- Arrange with your AT to administer and analyse at least two running records or, if you are working with older, more fluent readers, you may need to request that you administer and analyse at least two PROBE tests.
  - If possible, discuss your analyses and the ‘where to next’ decisions you make for each student with your AT.

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

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth. It is a Ministry of Education requirement that a class 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 room.
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**.

- **Reflective Discussions**
  Some of your reflective practice will take the form of **discussions** with your AT, PS and other colleagues. These discussions will help you to clarify your thinking, make links to theory and research, refine your practice, and examine your beliefs about teaching and learning. **Keep notes from reflective discussions** in your practicum file to share with your poutoro.

- **Next Steps Reflection**
  Each week discuss with your AT a **focus for your own professional development** and record this. At the end of the week, reflect on and record your progress with your AT and identify your focus for the following week.

- **Video Reflection**
  Use the IRIS Connect Tool at least once every week to record one element of your teaching practice identified in your ‘Next Steps’ document. At the end of each week, analyse your practice, reflect on, and record your progress with your associate teacher and identify your focus for the following week.

- **Written Professional Reflection**
  During the practicum, record at least **two professional reflections** focussing on your own practice. Use the framework outlined in the **reflection template** (Pohatu, 2013; Smyth, 1991) to document your comments:

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

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

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

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

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

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

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

- share your Reflective Summary with your professional supervisor (poutoro) as part of the debriefing process.

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 to log into an account.

- 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
Compulsory Task #1: Pre-practicum

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

Criteria:

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

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

Compulsory Task #2: During the practicum

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

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

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

DISCUSSIONS WITH THE PRINCIPAL AND PROFESSIONAL COLLEAGUES

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

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

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

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

### 7. TE TIAKI TUHINGA NGAIO - MAINTAINING DOCUMENTATION

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

- Compulsory Tasks #1 and #2 – see descriptions on page 22
- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes
- School and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal and other school colleagues
- Specific practicum tasks
  - i.e., Te Mātakitakitanga (observing); te aromatawai, te whakamahere, te whakaako, te arotake (assessing, planning, teaching, evaluating) and ngā mahi whakaaroaro (reflecting tasks; see pp.15-21).
- Short-term (weekly) planning – for the duration of the practicum (associate teacher’s and own plans) - Long-term planning (lesson sequences) for groups, larger groups/whole class
- Professional Reflections and ‘Next Steps’ sheets
  - Associate teacher’s observations/feedback, notes from discussions with associate teacher
  - Associate teacher’s assessment information and planning e.g., term overviews/unit plans (copies)
  - Resource materials developed/collected for personal teaching during practicum

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

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

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

<table>
<thead>
<tr>
<th>Kupu Māori</th>
<th>Kupu Pākehā</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā hinengaro</td>
<td>cognitive</td>
</tr>
<tr>
<td>ā ngākau</td>
<td>emotional, affective = ā kare-ā-roto</td>
</tr>
<tr>
<td>ā tinana</td>
<td>physical = kikokiko</td>
</tr>
<tr>
<td>ako auaki</td>
<td>self-directed learning</td>
</tr>
<tr>
<td>akoranga ngaio</td>
<td>professional development</td>
</tr>
<tr>
<td>angitu</td>
<td>curriculum framework</td>
</tr>
<tr>
<td>ārai whatitata</td>
<td>successful</td>
</tr>
<tr>
<td>aratohu</td>
<td>risk management</td>
</tr>
<tr>
<td>aratohu mātauranga o te motu</td>
<td>guideline</td>
</tr>
<tr>
<td>ariā</td>
<td>national educational guidelines</td>
</tr>
<tr>
<td>aro(hia)</td>
<td>theory</td>
</tr>
<tr>
<td>aroā(tia)</td>
<td>pay attention to, take note or heed of</td>
</tr>
<tr>
<td>arohaehae(tia)</td>
<td>comprehend</td>
</tr>
<tr>
<td>arokā</td>
<td>critique</td>
</tr>
<tr>
<td>aromātai</td>
<td>aware</td>
</tr>
<tr>
<td>aromatawai takitoru</td>
<td>evaluate</td>
</tr>
<tr>
<td>aromatawai tōmua</td>
<td>triadic assessment process</td>
</tr>
<tr>
<td>aromatawai whakawhanake</td>
<td>pre-assessment</td>
</tr>
<tr>
<td>aromatawai-ā-kōcke</td>
<td>formative assessment</td>
</tr>
<tr>
<td>aronga</td>
<td>summative assessment</td>
</tr>
<tr>
<td>arotahi</td>
<td>aspect/disposition/attend to focus</td>
</tr>
<tr>
<td>aroturuki</td>
<td>monitor</td>
</tr>
<tr>
<td>ataata-rongo</td>
<td>audio-visual</td>
</tr>
<tr>
<td>auau</td>
<td>regular/consistent/frequent</td>
</tr>
<tr>
<td>haepapa</td>
<td>responsibility</td>
</tr>
<tr>
<td>hapori</td>
<td>community</td>
</tr>
<tr>
<td>hauātanga</td>
<td>disability</td>
</tr>
<tr>
<td>haumaru</td>
<td>safe</td>
</tr>
<tr>
<td>hihiri</td>
<td>motivation</td>
</tr>
<tr>
<td>horopaki</td>
<td>context</td>
</tr>
<tr>
<td>horopaki whāti (ā akomanga, ā kura, ā hapori)</td>
<td>micro</td>
</tr>
<tr>
<td>horopaki whānui (ā motu)</td>
<td>macro</td>
</tr>
<tr>
<td>hōtaka</td>
<td>programme</td>
</tr>
<tr>
<td>ĭho</td>
<td>essence</td>
</tr>
<tr>
<td>ira tangata</td>
<td>gender</td>
</tr>
<tr>
<td>kaingākau</td>
<td>interest(ed)</td>
</tr>
<tr>
<td>kaingākautanga</td>
<td>interest, hobby</td>
</tr>
<tr>
<td>kaupapa here</td>
<td>policy</td>
</tr>
<tr>
<td>kiritau</td>
<td>self-worth</td>
</tr>
<tr>
<td>kōcke</td>
<td>grade</td>
</tr>
<tr>
<td>kōcke ohaoa-pāpori</td>
<td>decile level</td>
</tr>
<tr>
<td>kounga</td>
<td>quality</td>
</tr>
<tr>
<td>kōwae ako</td>
<td>course, unit of work</td>
</tr>
<tr>
<td>kōwhirī(a)</td>
<td>choose</td>
</tr>
</tbody>
</table>
kōwhiringa
mahere ārai whatitata
maiki
mākahokahoka
marautanga
mātai
mātakītātanga
mātakītātanga kua āta whakaritea
matapaki
matapaki ngaio
mātātaki
matatapu
matatika
mātātoa
matawaenga
mata
mótau
mōkito
mōrahi
ngaio
ngaiotanga
ngohē
ōhanganga
ohaoha
ōkawa
ōpaki
oro
orotau
paecaru angitu
paerewa pouako paetae
paetae
pāhēkohēko
pahere
pakeke
pākīki
pākirehua
pākirehua pouako
pānga
pānui hārau(tia)
pānui arahanga
papa taunaki
pāpāhō
pāpori
pārekareka
poari whakahaere o te kura
porihanga
pouako
pouako pīrere
pouhāpai
poutoro
pūnaha
pūnahanaha
pūoro
putanga ako
putanga iho
pūtōi ako
pūtōi ako whaihua
raraunga
rautaki
rautaki whakahaere whanonga
taiao ako
taipitopito
takitāro
takune
tāpuua
tātari
option
risk management plan
incident (misfortune)
open-minded
curriculum
examine
observation
planned observation
discuss
professional discuss
challenge
confidential
moral, ethics
active
dilemma
learning need
visit
rapport (pai)
minimum
maximum
professional
professionalism
activity
economy
economic
formal
informal
sound
understand
success criteria
graduating teacher standard
achievement
interaction
unifying
complex
curious
inquiry
teacher inquiry
relationship
skim read
guided reading
evidence base
media
social
interesting = whakaihiihi = whai ihiihi
school board of trustees
society
teacher
student teacher
associate teacher
visiting professional supervisor
system
systematic
music
learning outcome
outcome, consequence
pedagogy
effective pedagogy
data
strategy
behaviour management strategy
learning environment
detail
provisional
intended, intention
significant
analyse
statement
charter statement
evidence
dynamic
philosophy
engagement identify
= tautohu(a)
specific
general
Te Matatū o Aotearoa
Te reo matatini
tipako(hia)
toiroa
toitū
tōkeke
tōrangapū
torotoro
tōtika
tūāhua
tuakiri
tūhura
tukanga
tumuaki
tumuaki tuarua
tūtōhinga o te kura
uara
urupare
urutau
wāhanga ako
wahapū
wairua
wetewete(kina)
whaaro
whānga ako
whānga ngaio
whakaangaanga
whakaaroaro(tia)
whakaawetanga
whakaharatau whakaako
whakahihiko
whakahokinga kōrero ā tuhi
whakahokinga kōrero ā waha
whakamahere(tia)
whakanikoniko
whakapae
whakaraupapa(tia)
whakarite mahere
whakarite whānga
whakatairanga(tia)
whakatau ngaio
whakataupua(tia)
whakatāuteutanga
whakatenaten(tia)
whakatēwhatawha
whakatūtūtū(tia)
whakaū(nia)
whakawhitihiti whakaaro
whanonga
whanonga ako
wheako
whenu