Practicum Brief
EDPRAC 204: Practicum 2
2024
Bachelor of Education (Teaching)
Primary Specialisation
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Overview of Practicum Courses in the BEd (Tchg) Primary

| Year 1 - EDPRAC 100 (15 points) | A five-week assessed practicum  
- 2 days of full responsibility for the learning programme |
| Year 2 - EDPRAC 204 (15 points) | A six-week assessed practicum  
- 8 days of full responsibility for the learning programme |
| Year 3 - EDPRAC 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 |

**EPSOM and TAI TONGA CAMPUS contacts**

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**TAI TOKERAU CAMPUS Contacts**

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**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.**

- **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.**

- **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.

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) 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)

Requests for Leave during Practicum

At times, student teachers require leave during practicum (e.g. for prior arranged medical appointments). Applications for leave are made to the Practicum Co-ordinator on the Request for Leave during Practicum form using this link. 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 in order to meet the TCANZ requirement for 120 days of practicum during their ITE programme.
## EDPRAC 204: Summary of student teacher requirements

### Before EDPRAC 204, I have...

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1a/b 2a/b 3a/b 4a/b</th>
<th>Towards the end of EDPRAC 204, I have...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attended/accessed all EDPRAC 204 on-campus sessions</td>
<td></td>
<td>Taken full responsibility for the learning programme for <em>8 consecutive days</em></td>
</tr>
<tr>
<td>• read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRAC 204</td>
<td></td>
<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>
</tr>
<tr>
<td>• organised my digital practicum file with clearly labelled sections</td>
<td></td>
<td>• completed ST self-assessment report sheets prior to the professional conversation LO1 LO2 LO3 LO4</td>
</tr>
<tr>
<td>• made email contact with my school/associate teacher (AT) and professional supervisor (PS)</td>
<td>AT PS</td>
<td>• contributed to my assessment for EDPRAC 204 during the professional conversation, referencing and justifying <strong>3 pieces of evidence</strong> re LO2 from my digital practicum file</td>
</tr>
<tr>
<td>• completed Compulsory Task #1</td>
<td></td>
<td>• completed the Reflective Summary section of the report, emailed this to my PS and met with my PS post-practicum to co-construct next steps and to confirm my final grade.</td>
</tr>
</tbody>
</table>

### During EDPRAC 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

<table>
<thead>
<tr>
<th>Learning Area (LA)</th>
<th>Learning Area (LA)</th>
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<tbody>
<tr>
<td>1 2 3</td>
<td>1 2</td>
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**Assessing, planning, teaching, evaluating Focus 1: multiple groups**
- planned, taught, and evaluated lesson sequences for **3 groups** (LA1)
- planned, taught, and evaluated lesson sequences for **3 groups** (LA2)

**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
- documented my own short-term/weekly planning (x6)
- read aloud to children
- administered and analysed two reading assessments.

**Reflecting on personal practice:**
- discussed my ‘Next Steps’ with my AT and documented these.
- recorded and reflected upon an element of my teaching practice using IRIS and identified progress with this on my ‘Next Steps’ document.
- reflected on my personal practice using the professional reflection framework (x 2)

<table>
<thead>
<tr>
<th>Gp 1 Gp 2 Gp 3</th>
<th>Gp 1 Gp 2 Gp 3</th>
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<tbody>
<tr>
<td>1 2 3 4</td>
<td>1 2</td>
</tr>
<tr>
<td>Learning Area (LA) 1</td>
<td>Learning Area (LA) 2</td>
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<tr>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
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The purpose of EDPRAC 204

EDPRAC 204 provides an opportunity for student teachers to focus on effective pedagogical practice that promotes 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 theory, research and practice
- the behaviour and dispositions expected of professional teachers in Aotearoa New Zealand
- teaching in relation to contextual factors

As noted previously, all practicum courses consist of two components: an on-campus/on-line taught component and practicum placement in schools.

An overview of learning outcomes and professional expectations for the in-school practicum component can be found on pages 23-27.

Full class responsibility

During EDPRAC 204 student teachers will be required to work towards teaching the whole class and to take full responsibility for the learning programme for a minimum of eight consecutive days.

Full-class responsibility during EDPRAC 204 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 for this. 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 and daily lesson plans 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.
## EDPRAC204: An overview of key roles and responsibilities

<table>
<thead>
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<th>Student Teacher (ST) Responsibilities</th>
<th>Key Teaching Tasks (KTT) - “Developing” level</th>
<th>Associate Teacher (AT) Responsibilities</th>
<th>Professional Supervisor (PS) Responsibilities</th>
</tr>
</thead>
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<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
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<tr>
<td><strong>LOs 1 3</strong></td>
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<tr>
<td>- Introduce yourself to your AT and the class - use te reo me nga tikanga Māori where appropriate in you daily interactions with ākonga</td>
<td>KTT 6 – Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions</td>
<td>▪ Discuss practicum requirements with ST including the period of PR – negotiate time frame for addressing these</td>
<td></td>
</tr>
<tr>
<td>- Share Compulsory Task #1 with AT and PS: Compulsory Task #1</td>
<td>KTT 8 – Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td>▪ Share and discuss pertinent planning templates, class and school information</td>
<td>▪ Conduct initial visit and classroom walk through.</td>
</tr>
<tr>
<td>- Negotiate time frame for addressing practicum requirements with AT including 8 days full responsibility - complete plan</td>
<td>KTT 12 - Authentically incorporates te reo me nga tikanga Māori in the daily learning programme</td>
<td>▪ Identify expectations as to where, when and how planning is completed</td>
<td>▪ Check digital practicum file is organised and accessible. Provide feedback on organisation where required.</td>
</tr>
<tr>
<td>- Observation Focus 1: Observation Focus 1 task - discuss findings with AT at end of week</td>
<td></td>
<td>▪ Discuss STs findings re Observation Focus 1</td>
<td>▪ Check Compulsory Task #1 is Completed</td>
</tr>
<tr>
<td>- Observation Focus 2: The teaching process Observation Focus 2 template</td>
<td></td>
<td>▪ Arrange times for ST to observe/discuss my teaching process (Observation Focus 2)</td>
<td>▪ Arrange observation visits for week 4 or 5.</td>
</tr>
<tr>
<td>- Observation Focus 3: Noticing, recognising &amp; responding to ākonga learning Observation Focus 3 template</td>
<td></td>
<td>▪ Arrange times for ST to observe/assess/discuss ākonga learning (Observation Focus 3)</td>
<td>▪ Arrange professional conversation for week 6</td>
</tr>
<tr>
<td>- Clearly identify your teaching responsibilities on your weekly plan for this week and for weeks 2 – 6</td>
<td></td>
<td>▪ Give verbal feedback on ST’s observed use of te reo during classroom interactions re KTT 12</td>
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<tr>
<td>- Complete next steps document towards the end of the week.</td>
<td></td>
<td>▪ Support ST with weekly ‘Next Steps’.</td>
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<tr>
<td>- Choose an area of focus for IRIS Video reflection.</td>
<td></td>
<td>▪ Support ST to choose an area of focus for their IRIS video reflections.</td>
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<tr>
<td>- Principal Discussion Organisation Organise a time over next 6 weeks to meet with the principal to have a discussion (all students at the school at the same time)</td>
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### STUDENT TEACHER (ST) RESPONSIBILITIES

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<th>LOs 1 2 3</th>
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<tr>
<td>Continue to authentically and proactively incorporate te reo me nga tikanga Māori in the daily learning programme</td>
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<tr>
<td>Arrange a time to meet with AT to discuss assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Observation Focus 2: continued…</strong></td>
<td>The teaching process <strong>Observation Focus 2 template</strong></td>
</tr>
<tr>
<td><strong>Observation Focus 3: continued…</strong></td>
<td>Noticing, recognising &amp; responding to children’s learning <strong>Observation Focus 3 template</strong></td>
</tr>
<tr>
<td><strong>Assessing/planning/teaching/evaluating Focus 1:</strong> Sequences of lessons for multiple groups of ākonga</td>
<td><strong>Lesson sequence template</strong></td>
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<tr>
<td>eg. 1x Maths group and 1x Rdg group <em>sequence = 3x lessons (minimum)</em></td>
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<tr>
<td>Complete next steps document towards the end of the week.</td>
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<tr>
<td><strong>Video Reflection:</strong> 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>
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<tr>
<td><strong>Written Reflection #1:</strong> Reflecting on personal practice template</td>
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<tr>
<td>Complete a reflection on a ‘moment of uncertainty’ faced over first 2 weeks of practicum. Share with ST and PS and sent to PS for feedback</td>
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### KEY TEACHING TASKS (KTT) - "Developing" level

| KTT 1 | With support, gathers and interprets assessment data from a range of sources to identify ākonga learning needs /strengths in current Literacy and Maths learning foci |
| KTT 2 | Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths |
| KTT 6 | Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions |
| KTT 7 | Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, practice where required and justifies changes made |
| KTT 8 | Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships |
| KTT 9 | Gives clear, precise instructions appropriate to ākonga age/capabilities |
| KTT 12 | Authentically incorporates te reo me nga tikanga Māori in the daily learning programme |
| KTT 13 | Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts. |

### ASSOCIATE TEACHER (AT) RESPONSIBILITIES

- Continue to give verbal feedback on ST’s observed use of te reo during classroom interactions re KTT 12
- Arrange a time to meet with ST to discuss assessment
- Discuss ST’s focussed observations re **Observation Focus 2** particularly ST’s identified implications for their own teaching
- Discuss ST’s focussed observations re **Observation Focus 3** particularly ST’s comments re **RECOGNISE and RESPOND** KTT 1
- Share and discuss the ATs plan for teaching groups eg in Maths and Reading re KTTs 1 & 2
- Read through ST planning for groups, suggest improvements/modifications and approve implementation.
- Give written and/or verbal feedback on observed teaching paying particular attention to **KTTs 6, 12 & 13**
- Support ST with weekly ‘Next Steps’ and video practice analysis.

### PROFESSIONAL SUPERVISOR (PS) RESPONSIBILITIES

- Check Reflection #1 and provide ‘light’ feedback.
### WEEK 3

**LOs 1 2 3 4**

- **Continue to authentically and proactively incorporate te reo me ngā tikanga Māori in the daily learning programme**
- **Assessing/planning/teaching/evaluating Focus 1**: continued...
  - Sequences of lessons for multiple groups of children
  - Lesson sequence template
  - eg. Maths groups and Reading groups
- **Assessing/planning/teaching/evaluating Focus 2**: Sequences of lessons for a larger group/whole class
  - Lesson sequence template
  - for one other curriculum area (i.e. other than Reading or Maths)
- **Take responsibility to organise and manage the whole class for a block/blocks of the day** using both own planning and AT planning
- **Complete next steps document** towards the end of the week.
- **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
  - [Compulsory Task #2 template](#)

### Key Teaching Tasks (KTT) – “Developing” level

- **KTT 1** – With support, gathers and interprets assessment data from a range of sources to identify ākonga learning needs/strengths in current Literacy and Maths learning foci
- **KTT 2** – Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths
- **KTT 3** – Under supervision, develops learning experiences and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga
- **KTT 4** – Under supervision, organises the learning environment and resources to implement planned learning experiences
- **KTT 5** – At times, deviates from planning to adapt teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this
- **KTT 6** – Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions
- **KTT 7** - Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made
- **KTT 8** – Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships
- **KTT 9** - Gives clear, precise instructions appropriate to ākonga age/capabilities
- **KTT 10** – With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga
- **KTT 11** – Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context
- **KTT 12** - Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme
- **KTT 13** - Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts

### Associate Teacher (AT) Responsibilities

- **Continue to give verbal feedback on observed use of te reo during classroom interactions** re KTT 12
- **Read through ST planning for groups, suggest improvements/modifications and approve implementation** re KTTs 1, 2, 3
- **Give written and/or verbal feedback on observed planning/teaching of groups paying selective attention to the KTTs**
- **Read through ST sequence planning for larger group/whole class, suggest improvements/modifications and approve implementation** re KTTs 1, 2, 3
- **Give written and/or verbal feedback on observed planning/teaching/evaluation and management aspects of larger groups/whole class paying selective attention to the KTTs**
- **Support ST with weekly ‘Next Steps’ and video practice analysis.**

### Professional Supervisor (PS) Responsibilities

- **Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required.**
- **Check Compulsory Task #2 and provide ‘light’ feedback**
<table>
<thead>
<tr>
<th>WEEK 4 LOs 1 2 3 4</th>
<th>Student Teacher (ST) Responsibilities</th>
<th>Key Teaching Tasks (KTT) - “Developing” level</th>
<th>Associate Teacher (AT) Responsibilities</th>
<th>Professional Supervisor (PS) Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building towards your period of full control: Continue to authentically and proactively incorporate te reo me ō tikanga Māori in the daily learning programme</td>
<td>KTT 1 – With support, gathers and interprets assessment data from a range of sources to identify ākonga learning needs/strengths in current Literacy and Maths learning foci</td>
<td>Read through ST planning and approve implementation.</td>
<td>Observation visits for week 4 or 5 - PS visits and observes ST teaching. Feedback after teaching on noticings, observations and next steps. Set up zoom link and share for professional conversation.</td>
</tr>
<tr>
<td></td>
<td>Assessing/planning/teaching/evaluating Focus 1: continued... Sequences of lessons for multiple groups of children Lesson sequence template eg. Maths groups and Reading groups</td>
<td>KTT 2 – Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths</td>
<td>Give written and/or verbal feedback on planning, observed teaching, assessment, evaluation and management paying selective attention to the KTTs</td>
<td>Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required.</td>
</tr>
<tr>
<td></td>
<td>Assessing/planning/teaching/evaluating Focus 2: continued... Sequences of lessons for a larger group/whole class Lesson sequence template for one other curriculum area (i.e. other than Reading or Maths)</td>
<td>KTT 3 – Under supervision, develops learning experiences and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga</td>
<td>Act in ‘teacher-shadow’ role and monitor the student teacher’s daily programme and remind them of any procedures that may need to be addressed.</td>
<td>Check Reflection #2 and provide ‘light’ feedback.</td>
</tr>
<tr>
<td></td>
<td>Complete next steps document towards the end of the week.</td>
<td>KTT 4 – Under supervision, organises the learning environment and resources to implement planned learning experiences</td>
<td>Support ST with weekly ‘Next Steps’ and video practice analysis.</td>
<td></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>
<td>KTT 5 – At times, deviates from planning to adapt teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this</td>
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<tr>
<td></td>
<td>Take responsibility to organise and manage the whole class for two whole days using own planning - teach/assess children and evaluate their learning and your own teaching in an ongoing way</td>
<td>KTT 6 – Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions</td>
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<td></td>
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<tr>
<td></td>
<td>Prepare for observation visit in either week 5 or 6.</td>
<td>KTT 7 - Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made</td>
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<td>KTT 8 – Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
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<td>KTT 9 - Gives clear, precise instructions appropriate to ākonga age/capabilities</td>
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<td>KTT 10 – With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga</td>
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<td>KTT 11 – Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context</td>
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<td>KTT 12 - Authentically incorporates te reo me ō tikanga Māori in the daily learning programme</td>
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<td>KTT 13 - Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts</td>
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<td>KTT 14 – Affirms ākonga cultural heritages by explicitly including some aspects of these in the learning programme/environment</td>
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<td>WEEK 5</td>
<td><strong>Student Teacher (ST) Responsibilities</strong></td>
<td><strong>Key Teaching Tasks (KTT) - “Developing” level</strong></td>
<td><strong>Associate Teacher (AT) Responsibilities</strong></td>
<td><strong>Professional Supervisor (PS) Responsibilities</strong></td>
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</tbody>
</table>
| **LOs 1 2 3 4** | • Prior to professional conversation prepare ST Self-assessment Report by collating evidence in relation to each LO to share during professional conversation in week 6.  
  • Assessing/planning/teaching/evaluating Focus 1: continued... Sequences of lessons for multiple groups of children  
  Lesson sequence template  
  eg. Maths groups and Reading groups  
  • Assessing/planning/teaching/evaluating Focus 2: continued... Sequences of lessons for a larger group/whole class  
  Lesson sequence template  
  for one other curriculum area (i.e. other than Reading or Maths)  
  • Take full responsibility to organise and manage the whole class for 8 consecutive days using own planning.  
  • Continue to authentically and proactively incorporate te reo me ngā tikanga Māori in the daily learning programme  
  • Complete next steps document towards the end of the week.  
  • 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.  
  • Written reflection #2: Reflecting on personal practice template  
  Complete a reflection on a ‘moment of uncertainty’ faced over past 2 weeks of practicum. Share with ST and PS and sent to PS for feedback.  
  | KTT 1 – With support, gathers and interprets assessment data from a range of sources to identify ākonga learning needs/strengths in current Literacy and Maths learning foci  
  KTT 2 – Under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths  
  KTT 3 – Under supervision, develops learning experiences and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga  
  KTT 4 – Under supervision, organises the learning environment and resources to implement planned learning experiences  
  KTT 5 – At times, deviates from planning to adapt teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this  
  KTT 6 – Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions  
  KTT 7 - Reflects on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made  
  KTT 8 – Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships  
  KTT 9 - Gives clear, precise instructions appropriate to ākonga age/capabilities  
  KTT 10 – With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga  
  KTT 11 – Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context  
  KTT 12 – Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme  
  KTT 13 - Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts  
  KTT 14 – Affirms ākonga cultural heritages by explicitly including some aspects of these in the learning programme/environment | • Prior to professional conversation: Note comments in AT’s section of Assessment Report, supported by evidence in relation to each LO, to share during professional conversation in week 6.  
  • Read through ST planning and approve implementation.  
  • Give written and/or verbal feedback on planning, observed teaching, management etc paying selective attention to the KTTs  
  • Support ST with weekly ‘Next Steps’ and video practice analysis.  
  | • Observation visits for week 4 or 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.
<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Student Teacher (ST) Responsibilities</th>
<th>Key Teaching Tasks (KTT) - &quot;Developing&quot; level</th>
<th>Associate Teacher (AT) Responsibilities</th>
<th>Professional Supervisor (PS) Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOs 1 2 3 4</td>
<td>Prior to professional conversation: prepare ST Self-assessment Report by collating evidence in relation to each LO to share during professional conversation. <strong>Assessing/planning/teaching/evaluating Focus 1:</strong> continued... Sequences of lessons for multiple groups of children <a href="#">Lesson sequence template</a> eg. Maths groups and Reading groups. <strong>Assessing/planning/teaching/evaluating Focus 2:</strong> continued... Sequences of lessons for a larger group/whole class <a href="#">Lesson sequence template</a> for one other curriculum area (i.e. other than Reading or Maths). Continue with your period of full responsibility (organising and managing the whole class for 8 consecutive days using own planning). Complete next steps document towards the end of the week including documenting your progress with your Video Reflection. Share progress re Compulsory Task #2 with AT and PS <a href="#">Compulsory Task #2 template</a>. Negotiate with AT specific lessons to teach to further refine practice. Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections. Post practicum: complete Reflective Summary on Report to share with PS during debriefing.</td>
<td><strong>KTT 7</strong> – With support, reflects on the impact of own teaching actions on ōkonga, acts on feedback to adjust practice where required and explains why changes are made.</td>
<td>Prior to professional conversation: Note comments in AT’s section of Assessment Report supported by evidence in relation to each LO, to share during professional conversation in week 6. Read through ST planning and approve implementation. Support ST with weekly ‘Next Steps’ and video practice analysis. Give written and/or verbal feedback on planning, observed teaching, management etc paying selective attention to the KTTs. Complete AT section of Assessment Report and send to PS.</td>
<td>Professional Conversation via Zoom or in person. Provides feedback, facilitates professional conversation, identifies LOs achieved and documents summary comments from professional conversation. Check Compulsory Task #2 and provide ‘light’ feedback. Post practicum: PS debriefs ST (Zoom or face to face meeting with STs), shares final Practicum Report, notes ST’s ‘next steps, confirms final grade,’ submits documentation to Practicum Office (copies also sent to ST)</td>
</tr>
</tbody>
</table>
Specific practicum requirements
Observing, planning, teaching, assessing, evaluating and reflecting

Evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students. The cyclical process of “teaching as inquiry” (Aitken & Sinnema, 2008), discussed in our on-campus sessions for EDPRAC 204, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for each of your practicum placements.

1. OBSERVING

*Refer Guidelines for Focused Observations (Practicum Handbook, p.13)

Observation Focus 1: Developing familiarity with the classroom learning environment

During the first week of the practicum, use opportunities to observe and to ask children and your associate teacher questions that will enable you to 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?
Observation Focus 2: The teaching process in specific curriculum areas (i.e. assessing, planning, teaching, evaluating, reflecting)

Complete at least four focussed observations of your associate teacher in at least two curriculum areas. Use this template: Observation Focus 2 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)
Observation Focus 3: Noticing, recognising and responding to children’s learning
(i.e. observing & assessing learners during learner / associate teacher interactions)

Complete **six observations of your associate teacher teaching groups** in **two core curriculum areas** (e.g., three Reading groups and three Maths groups). Use this ‘Notice, recognise and respond’ template - **Observation Focus 3 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
2. Assessing, planning, teaching and evaluating


Summary:

During EDPRA 204, you will be involved in addressing specific tasks, as outlined below, involving assessment, planning, teaching and evaluating. You will need to provide documented evidence of:

- sequences of lessons for multiple groups of children in one or two core 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.

❖ These templates can be used for planning lesson sequences: Lesson Sequence Template or Basic Lesson Plan

❖ Assess, plan, teach, and evaluate in as many areas of the curriculum as possible (a minimum of three) including, where possible, maths and reading.

❖ 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
Assessing/planning/teaching/evaluating Focus 1: Sequences of lessons for multiple groups of children.

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

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/or clarify key points for your future action and 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:

• on the basis of 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 subsequent lesson sequence planning and teaching i.e. How will you respond to these children in your planning and teaching?
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 with your associate teacher 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:**

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

**Following each lesson in the sequence:**

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

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

**Document follow-up discussion with your associate teacher:**

- What have you learnt about the ways these two types of assessment can be used to enhance children’s learning? i.e. assessing learners during learner / teacher interactions, and assessing learners using planned assessment activities
- What you have learnt about the relationship between assessing, planning, teaching and evaluating?
3. 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

‘Read Alouds’ and Reading Assessments.

• Select and read appropriate pieces of children’s literature (e.g. picture book, novel, big book, poetry, etc.), or alternatively engage in story-telling activities to and with the class as often as possible and at least weekly.

• If possible, arrange with your AT to administer and analyse at least two running records or another suitable reading assessment. If you are working with older, more fluent readers, discuss with your AT other ways you can assess reading progress. Discuss your analyses and the ‘where to next’ decisions you make for each student with your AT.

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.
4. REFLECTING ON PERSONAL PRACTICE

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

- **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, 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 to share with your professional supervisor.

- **Next Steps Reflection**
  Each week, discuss with your AT different foci (2 or 3) for your own professional development and record these on the ‘Next Steps’ document.

- **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 AT 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 this template: Reflection template (Brookfield, 1995; Peters, 1991; Smyth, 1989) to document your comments:

  DESCRIPTIVE – 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 will I take in future?
  • consider different possible actions, then briefly outline your selected action plan

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 professional supervisor, complete the Reflective Summary section of the Practicum Report considering your professional learning and development during EDPRAC 204.

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? (Refer LOs 1, 2, 3)
- What specific contextual factors impacting teaching and learning have I encountered during practicum and how effective was my response to them? (refer LO 4)
- What are key areas for my development as an inquiring teacher in Aotearoa/NZ for my next practicum? (Refer LO 3)

Email the practicum report with your completed reflective summary section to your PS prior to the de-brief conversation.

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.

If Schools 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
5. COMPULSORY TASKS

Compulsory Task #1: Pre-practicum

Download the template provided in CANVAS, on the Modules page in the section labelled Practicum templates and materials.
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 this form:

Discuss your progress with your AT and PS in relation to the KTTs during Week 3 and again prior to your professional conversation.
6. DISCUSSIONS WITH THE PRINCIPAL AND PROFESSIONAL COLLEAGUES

It is anticipated that during each practicum the principal (or her/his representative) is able to meet 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 brief summary of the responses related to such aspects as:

- the teacher’s role/responsibilities within the school community
- how the New Zealand Curriculum (MoE, 2007) and key competencies 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/whanau
- 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:

- 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 the New Zealand Curriculum (MoE, 2007) and key competencies 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. 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 and to organise it in a way that is meaningful for you, but it must be digital, accessible and well-maintained.

Use the EDPRAC100 google file template or alternatively ensure your digital file includes the following clearly labelled sections:

- Compulsory Tasks #1 and #2 – see descriptions on page 21
- 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. Observation, Assessing, Planning, Teaching, Evaluating and Reflecting tasks (see p.11 -19)
  - Short-term (weekly) planning – for the duration of the practicum (associate teacher’s and own plans) -  weekly 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/collection for personal teaching during practicum
## 8. LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Assessment Criteria</th>
<th>Evidence for LO1 linked to KTTs at a developing level</th>
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</thead>
</table>
| 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 | Student teachers who communicate effectively:  
- write, speak and read fluently and accurately in English or Māori - adjust their communications in consideration of purpose, audience, context or learners’ needs e.g during ‘read-alouds’)  
- use appropriate listening skills/body language  
- authentically incorporate te reo me ngā tikanga Māori in the daily learning programme (KTT 12)  
- reflect on the effectiveness of their communication with children, colleagues, parents/whānau  
Student teachers who establish effective professional relationships:  
- initiate conversations with ākonga, whanau and colleagues to develop positive relationships (KTT 8)  
- know and accurately pronounce ākonga names and inquire about ākonga home/whanau/ cultural contexts (KTT 13)  
- work collaboratively and positively treating children and adults with respect - develop equitable relationships  
- seek feedback from their AT and accept and act on advice given - reflect on their own use of communication in establishing and maintaining professional relationships and their demonstration of whanaungatanga and manaakitanga within the class school/community |

In addition to meeting the learning outcomes, you must demonstrate an acceptable level of English language competency. Your professional supervisor and associate teacher must be satisfied that your written and spoken English meets the professional standards required of a New Zealand primary teacher.
<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Assessment Criteria</th>
<th>Evidence for LO2 linked to KTTs at a developing level</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate effective pedagogical practice that promotes children’s learning and is informed by theory, research, curriculum and practice</td>
<td>2.1 planning is informed by:  - discussion about and thoughtful analysis of focussed observations and assessment information - relevant curriculum and policy documents, theory, research and MoE initiatives</td>
<td>Student teachers who demonstrate effective pedagogical practice:  - analyse and discuss regular ongoing observations of, and by, their associate teacher  - with support, gather and interpret assessment data from a range of sources to identify ākonga learning needs/strengths in current Literacy and Maths learning foci (KTT 1)  - incorporate ‘assessment for learning’ procedures and monitor and analyse resulting assessment data in an ongoing manner  - can conduct and analyse a Running record (or PROBE test)  - under supervision, develops learning experiences and selects teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga (KTT 3)  - at times, deviates from planning to adapt teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this (KTT 5)  - under supervision, plans sequences of lessons with clear, specific, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga learning needs and strengths (KTT 2)  - gives clear, precise instructions appropriate to ākonga age/capabilities (KTT 9)  - plans opportunities for ākonga to talk about their learning using thoughtfully considered questions (KTT 6)  - under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context (KTT 11)  - with support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all ākonga (KTT 10)  - under supervision, organises the learning environment and resources to implement planned learning experiences (KTT 4)  - explore the principles and purpose of assessment for learning in discussion with their associate teacher  - take full responsibility for planning, teaching and managing the learning programme in the associate teacher’s place for at least 8 consecutive days.</td>
</tr>
<tr>
<td>Key questions (for STs)</td>
<td>2.2 inclusive practices are identified when planning for learning</td>
<td></td>
</tr>
<tr>
<td>As you observe, assess, plan, teach and evaluate children’s learning and your own teaching, consider:</td>
<td>2.3 a variety of teaching/learning approaches to promote children’s learning are selected in an informed manner when planning, enacted in teaching and evaluated in an ongoing manner</td>
<td></td>
</tr>
<tr>
<td>• What are the different ways a teacher notices, recognises and responds in order to promote children’s learning?</td>
<td>2.4 children’s learning is monitored, analysed and evaluated using specified assessment procedures</td>
<td></td>
</tr>
<tr>
<td>• What have you learnt about the specific requirements of your diverse learners?</td>
<td>2.5 Sequential teaching/learning experiences are planned, implemented, assessed and evaluated (across a range of curriculum areas) with multiple groups, larger groups and the class</td>
<td></td>
</tr>
<tr>
<td>• ‘How effective was your teaching in promoting children’s learning?’</td>
<td>2.6 a range of strategies for managing the learning environment are demonstrated positively, fairly and consistently and justified with regard to their effectiveness within the specific context</td>
<td></td>
</tr>
<tr>
<td>• What does this mean for your developing pedagogy?</td>
<td>TCANZ Standards - aspects of:</td>
<td></td>
</tr>
<tr>
<td>• Te Tiriti o Waitangi</td>
<td>2.1 planning is informed by:  - discussion about and thoughtful analysis of focussed observations and assessment information - relevant curriculum and policy documents, theory, research and MoE initiatives</td>
<td></td>
</tr>
<tr>
<td>• Professional Learning</td>
<td>2.2 inclusive practices are identified when planning for learning</td>
<td></td>
</tr>
<tr>
<td>• Professional Relationships</td>
<td>2.3 a variety of teaching/learning approaches to promote children’s learning are selected in an informed manner when planning, enacted in teaching and evaluated in an ongoing manner</td>
<td></td>
</tr>
<tr>
<td>• Learning-focused Culture</td>
<td>2.4 children’s learning is monitored, analysed and evaluated using specified assessment procedures</td>
<td></td>
</tr>
<tr>
<td>• Design for Learning</td>
<td>2.5 Sequential teaching/learning experiences are planned, implemented, assessed and evaluated (across a range of curriculum areas) with multiple groups, larger groups and the class</td>
<td></td>
</tr>
<tr>
<td>• Teaching</td>
<td>2.6 a range of strategies for managing the learning environment are demonstrated positively, fairly and consistently and justified with regard to their effectiveness within the specific context</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Assessment Criteria</td>
<td>Evidence for LO3 linked to KTTs at a developing level</td>
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<tr>
<td>Demonstrate and reflect on the responsibilities and dispositions expected of a professional teacher in Aotearoa New Zealand.</td>
<td>3.1 positive personal and professional requirements stipulated by the Education Council Fit to be a Teacher Criteria are demonstrated appropriately</td>
<td>Student teachers who demonstrate appropriate professional responsibilities:</td>
</tr>
<tr>
<td><strong>Key questions (for STs)</strong></td>
<td>3.2 responsibilities to Māori learners are recognised and implications for teachers’ practice are identified and discussed</td>
<td>- attend on-campus and online sessions</td>
</tr>
<tr>
<td>• In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</td>
<td>3.3 ‘next steps’ for practicum related professional learning are identified through own and others’ evidence and actioned to refine practice</td>
<td>- professionally document their involvement in teaching and learning</td>
</tr>
<tr>
<td>• How have you demonstrated engagement in your own professional learning during this practicum?</td>
<td>3.4 opportunities for professional growth are recognised, actioned and critically reflected upon</td>
<td>- engage regularly in professional discussions, ask questions, accept feedback and critically reflect on their own practice</td>
</tr>
<tr>
<td>TCANZ Standards - aspects of:</td>
<td>3.5 Digital tools are used as a means to collaborate with colleagues and peers to inform practice</td>
<td>- authentically incorporate te reo me āko nga tikanga Māori in the daily learning programme (KTT 12) - discuss with professional colleagues the different ways responsibility to Māori and issues of diversity have implications for them as a teacher</td>
</tr>
<tr>
<td>• Te Tiriti o Waitangi</td>
<td></td>
<td>- develop and address ‘next steps’ with support from their associate teacher</td>
</tr>
<tr>
<td>• Professional Learning</td>
<td></td>
<td>- discuss how the professional expectations and dispositions required by the Teaching Council, Aotearoa NZ apply to them as a teacher</td>
</tr>
<tr>
<td>• Professional Relationships</td>
<td></td>
<td>- explain ways that their practice reflects what it means for them as a teacher in a bicultural nation - reflect on the impact of own teaching actions on ākonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made (KTT 7) - record notes from reflective discussions with their associate teacher in their practicum file and share these with their professional supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- complete at least two critical reflections using the framework provided, each focussing on an aspect of their personal practice – discuss these with their associate teacher and file in their digital practicum file</td>
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<td></td>
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<td>- work collaboratively with peers, learners and in-school colleagues using digital technologies</td>
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<td></td>
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<td>- utilise digital platforms for storing practicum records and evidence of professional learning during practicum</td>
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<tr>
<td>Learning Outcome 4</td>
<td>Assessment Criteria</td>
<td>Evidence for LO4 linked to KTTs at a developing level</td>
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<tr>
<td>Explain how contextual complexities have implications for teaching and learning</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td><strong>Student teachers who demonstrate their understanding of contextual factors:</strong></td>
</tr>
<tr>
<td>Key Question (for STs)</td>
<td>4.2 the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner</td>
<td>- discuss with their associate teacher professional colleagues and the principal (or her/his designate) the different ways that social, cultural and political factors in the wider school environment/community impact the teacher’s role as a professional</td>
</tr>
<tr>
<td>TCANZ Standards - aspects of:</td>
<td></td>
<td>- recognise ākonga cultural heritages by including some aspects of these in the learning programme environment (KTT14)</td>
</tr>
<tr>
<td>• Te Tiriti o Waitangi</td>
<td></td>
<td>- ask questions and make notes about contextual factors such as:</td>
</tr>
<tr>
<td>• Professional Learning</td>
<td></td>
<td>•parent/whānau/community expectations</td>
</tr>
<tr>
<td>• Professional Relationships</td>
<td></td>
<td>•Government policy (eg priority learners)</td>
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<td></td>
<td></td>
<td>•The New Zealand Curriculum &amp; Key Competencies (MoE, 2007)</td>
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<td></td>
<td></td>
<td>•school policy</td>
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<td></td>
<td></td>
<td>•educational achievement of Māori</td>
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<td></td>
<td></td>
<td>•equity and diversity</td>
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<td></td>
<td></td>
<td>- reflect on, and discuss with their associate teacher, the effectiveness of their response to the specific contextual factors they have encountered on practicum</td>
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<td></td>
<td></td>
<td>- complete a Reflective Summary and share this with their professional supervisor as part of the debriefing process</td>
</tr>
</tbody>
</table>
9. ASSESSMENT OF THE PRACTICUM

For the successful completion of EDPRAC 204 you must:

- attend EDPRAC 204 on-campus sessions and complete assigned course work
- complete the requirements of EDPRAC 204 (a six-week assessed practicum):
  - make contact with your school/associate teacher/professional supervisor prior to the practicum
  - attend school for the full 6-week period
  - become fully involved in the teaching/learning context
  - engage in professional dialogue with your associate teacher throughout your practicum
  - undertake focused observations, discuss and analyse findings, identify and address ‘next steps’ to inform your own planning and teaching
  - maintain professional documentation and a digital practicum file to a high standard
  - utilise reflection on your own practice to take action to refine and develop your teaching practice (including use of the IRIS tool)
  - work towards teaching large groups/the whole class and have full responsibility for the learning programme for a
    minimum of 8 consecutive days
  - complete your self-assessment report forms prior to your professional conversation
  - contribute to your assessment for EDPRAC 204 during the professional conversation and in the reflective summary section of the report
  - meet the four learning outcomes of EDPRAC 204 (inclusive of specified Standards) to the satisfaction of your AT and PS.
  - demonstrate, with indirect supervision, a beginning to developing level of competence across all Key Teaching Tasks.

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 campus.
Towards the end of the practicum, your **professional learning** will be assessed during a three-way professional conversation between you, your associate teacher and your professional supervisor.

**Before the professional conversation:**

- both you and your associate teacher should each document (complete) a pre-assessment of your professional learning, as demonstrated at that time, supported by evidence. Your AT will complete the relevant section in the Practicum Report.

**During the professional conversation:**

- you, your associate teacher and your professional supervisor will each contribute his/her informed professional judgement of your work in relation to the learning outcomes, as demonstrated through the assessment criteria
- while the professional conversation is facilitated by your professional supervisor, it is expected that you will lead the discussion relating to **Learning Outcome 2** (inclusive of specified Standards and KTTs) by referencing **at least three examples of evidence** from this practicum uploaded to your digital practicum file to demonstrate your achievement and providing a brief justification for their selection

**Following the professional conversation:**

- The professional supervisor records the provisional assessment.
- The ST completes the reflective summary section of the practicum report and provides any further required evidence/documentation to the PS prior to the practicum de-brief.
- The PS organises a time for a de-brief with the ST following the end of EDPRA204 to confirm the final assessment of practicum.

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

The PS completes and submits the summative practicum report to the Practicum Office by email, copying in the student teacher.
**10. KEY TEACHING TASKS for BEd(Tchg) Primary programme:**

<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision</th>
<th>Indirect supervision</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEd(Tchg) Primary</strong></td>
<td><strong>(Beginning)</strong></td>
<td><strong>(Developing)</strong></td>
<td><strong>(Proficient)</strong></td>
</tr>
<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 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>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 ākonga 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 ākonga learning needs and strengths.</td>
<td>Under supervision, plans sequences of lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address identified ākonga 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 ākonga 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 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>Independently develops learning experiences using thoughtfully selected teaching approaches and resources (including digital resources) that connect with and engage diverse ākonga.</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 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>Confidently adapts planned teaching and organisational strategies to meet ākonga needs within teaching sessions and explains how this supports ākonga learning.</td>
</tr>
<tr>
<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>Plans for and regularly engages ākonga in conversations about their learning using thoughtfully considered open questions.</td>
</tr>
<tr>
<td>Key Teaching Task</td>
<td>Critical Reflections</td>
<td>With Support</td>
<td>Reflects on own Teaching Actions</td>
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<tr>
<td>7</td>
<td>Critically reflects</td>
<td>With support</td>
<td>Reflects on own teaching actions</td>
</tr>
<tr>
<td></td>
<td>on the impact of own</td>
<td>actions on akonga,</td>
<td>on the impact of own teaching actions on akonga, considers feedback about alternative actions/approaches, adjusts practice where required and justifies changes made</td>
</tr>
<tr>
<td></td>
<td>teaching actions on</td>
<td>acts on feedback to adjust practice where required and explains why changes are made</td>
<td></td>
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<tr>
<td></td>
<td>akonga</td>
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<tr>
<td>8</td>
<td>Initiates and responds to</td>
<td>Engages in conversations with akonga and colleagues to develop positive relationships</td>
<td>Initiates conversations with akonga, whanau and colleagues to develop positive relationships</td>
</tr>
<tr>
<td></td>
<td>conversations with akonga, whanau and colleagues to develop positive relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Gives clear, precise instructions appropriate to akonga age/capabilities</td>
<td>Gives instructions that are generally clear and appropriate to akonga age/capabilities</td>
<td>Gives clear instructions appropriate to akonga age/capabilities</td>
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<tr>
<td>10</td>
<td>Actively manages the rest of the class while working with individuals/small groups to ensure that all akonga are engaged purposefully in learning</td>
<td>In collaboration with the mentor/associate teacher, manages the rest of the class while working with individuals/small groups</td>
<td>With support, manages the rest of the class while working with individuals/small groups to maintain purposeful engagement in learning for all akonga</td>
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<tr>
<td>11</td>
<td>Uses a variety of effective, positive management techniques that are responsive and appropriate for the akonga involved, the moment and the context</td>
<td>With guidance, trials and refines positive management techniques appropriate for the akonga and the context</td>
<td>Under supervision, uses a range of positive, effective management techniques that are appropriate for the akonga and the context</td>
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<tr>
<td>12</td>
<td>Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td>With support, incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
<td>Authentically incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
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<tr>
<td>13</td>
<td>Knows and accurately pronounces akonga names and is informed about akonga home/ whanau/ cultural contexts</td>
<td>Knows and attempts to accurately pronounce akonga names and learns about some aspects of akonga home/ whanau/ cultural contexts</td>
<td>Knows and accurately pronounces akonga names and inquiries about akonga home/ whanau/ cultural contexts</td>
</tr>
<tr>
<td></td>
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<tr>
<td>14</td>
<td>Affirms akonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td>Is aware of akonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
<td>Recognises akonga cultural heritages by including some aspects of these in the learning programme/environment</td>
</tr>
</tbody>
</table>

*At the conclusion of EDPRAC 304, STs must demonstrate proficiency in all Key Teaching Tasks*
The Teaching Council, Aotearoa NZ’s 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’s Standards for the Teaching Profession:</th>
<th>Elaborations of the standards:</th>
</tr>
</thead>
</table>
| **Te Tiriti o Waitangi partnership**  
Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa NZ | • Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.  
• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
• Practise and develop the use of te reo and tikanga Māori. |
| **Professional Learning**  
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners | • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
• 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.  
• Engage in professional learning and adaptively apply this learning in practice.  
• 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.  
• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| **Professional Relationships**  
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | • Engage in reciprocal, collaborative learning-focused relationships with:  
- learners, families and whānau  
- teaching colleagues, support staff and other professionals.  
- agencies, groups and individuals in the community.  
- Communicate effectively with others.  
- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.  
• Communicate clear and accurate assessment for learning and achievement information. |
| **Learning-focused Culture**  
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. | • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  
• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.  
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
• Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.  
• Create an environment where learners can be confident.  
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.  
• Meet relevant regulatory, statutory and professional requirements.  
| **Design for learning**  
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures | • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  
• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.  
• Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  
• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  
• Keep informed by national policies and priorities. |
| **Teaching**  
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | • 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.  
• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
• 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.  
• Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning.  
• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.  