Bachelor of Education
(Teaching) Huarahi Māori Specialisation

Pukapuka ārahi mā te pouako pīrere
Practicum brief for student teachers

EDPRACM 204:
Noho-ā-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 (Tchg) Huarahi Māori

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Duration</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>EDPRACM 100</td>
<td>5 weeks</td>
<td>2 days of full responsibility for the learning programme.</td>
</tr>
<tr>
<td>Year 2</td>
<td>EDPRACM 204</td>
<td>6 weeks</td>
<td>8 days of full responsibility for the learning programme.</td>
</tr>
<tr>
<td>Year 3</td>
<td>EDPRACM 304</td>
<td>Part A: 3 weeks</td>
<td>Part B: 8 weeks</td>
</tr>
</tbody>
</table>

NGĀ WHAKAPĀ I TE KURA AKORANGA ME TE TAUWHIRO TANGATA

FACULTY OF EDUCATION AND SOCIAL WORK CONTACTS

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Auckland City Campus | (09) 923 5025 | Dr Tauwehe Tāmati:  
Kairuruku Noho ā-kura |  
PRACTICUM COORDINATOR  
t.tamati@auckland.ac.nz  
Ext 48705 |
| | | Shima Mozafarian:  
PRACTICUM MANAGER  
s.mozafarian@auckland.ac.nz  
Ext 48781 |
| | | Selina Gukibau:  
PRACTICUM PLACEMENT COORDINATOR  
selina.gukibau@auckland.ac.nz  
Ext 48452 |
| Te Tai Tokerau Campus, Whangarei | (09) 470 1000 | Heather Hewitt  
PRACTICUM PLACEMENT COORDINATOR  
heather.hewitt@auckland.ac.nz  
Ext 83160 |

He kupu tīpoka mātuatua mā te pouako pīrere

Important notes for student teachers:

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

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

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

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

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

- All DELNA language requirements must be met prior to the final practicum placement.

Te tiaki i te matataputanga i te wā o te noho-ā-kura Confidentiality during Practicum

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

Attention requirements during practicum

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

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

Student teachers enrolled in the BEd (Tchg) Huarahi Māori programme at the Faculty of Education and Social Work, University of Auckland complete one practicum placement in each year of their programme to meet this requirement, i.e.,
• Year 1 – Introduction to Practicum and EDPRACM 100: Noho-ā-kura 1 (7 weeks)
• Year 2 – EDPRACM 204: Noho-ā-kura 2 (6 weeks)
• Year 3 – EDPRACM 304: Noho-ā-kura 3 (11 weeks)

Requests for Leave during Practicum

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

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

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

Te pūtake o te noho-ā-kura EDPRACM 204
The purpose of EDPRACM 204

EDPRACM 204 provides an opportunity for student teachers to focus on effective pedagogical practice that optimises the learning of children. It has a specific focus on:
• effective communication and relationships with children, colleagues, families and whānau.
• how pedagogical practice optimises children’s learning and is informed by research and practice.
• the behaviour and dispositions expected of professional teachers in Aotearoa-New Zealand.
• teaching in relation to contextual factors.

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

EDPRACM 204: He rārangi o ngā whakaritenga mā te pouako pīrere
List/summary of student teacher requirements
Before EDPRACM 204, I have:

<table>
<thead>
<tr>
<th>Activity</th>
<th>1a/b</th>
<th>2a/b</th>
<th>3a/b</th>
<th>4a/b</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attended/accessed all EDPRACM 204 on-campus sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Taken full responsibility for the learning programme for 8 consecutive days</td>
</tr>
<tr>
<td>• read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRACM 204</td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td>• completed ST self-assessment report sheets prior to the professional conversation</td>
</tr>
<tr>
<td>• made email contact with my school/associate teacher (AT) and professional supervisor (PS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>• completed Compulsory Task #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
</tbody>
</table>

Towards the end of EDPRACM 204, I have:

<table>
<thead>
<tr>
<th>Activity</th>
<th>1a/b</th>
<th>2a/b</th>
<th>3a/b</th>
<th>4a/b</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessed, planned, teaching, evaluating Focus 1: multiple groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>• planned, taught, and evaluated lesson sequences for 3 groups in _______ 1 2 3</td>
</tr>
<tr>
<td>• assessed, planning, teaching, evaluating Focus 2: larger groups/whole class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>• used collected/analysed assessment information to inform planned lesson sequences for a larger group/whole class in two curriculum areas</td>
</tr>
<tr>
<td>• discussed assessment analyses with my AT about relationships between assessment, planning, teaching &amp; evaluating</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>• taught and evaluated two lesson sequences for a larger group/whole class</td>
</tr>
<tr>
<td>• collected/analysed assessment information for three groups of children</td>
<td>Gp 1</td>
<td>Gp 2</td>
<td>Gp 3</td>
<td></td>
<td>• documented own short-term/weekly planning (x6)</td>
</tr>
<tr>
<td>• read aloud to children and compiled and filed a ‘Reading Log’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• administered and analysed two Running records (or pānui haere)</td>
</tr>
<tr>
<td>• discussed ‘Next Steps’ with my AT and documented these</td>
<td>Gp 1</td>
<td>Gp 2</td>
<td>Gp 3</td>
<td></td>
<td>• reflected on my personal practice using the professional reflection framework (x 2)</td>
</tr>
<tr>
<td>• reflected on my personal practice using the professional reflection framework (x 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• recorded 2x IRIS videos (totalling no more than 30min), reflected and annotated on IRIS and shared with PS before ob.</td>
</tr>
</tbody>
</table>

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
- 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 _______ 1 2 3

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

- **LOs 1 3 5 KTT2, 3, 10, 11**

  - **Week One**
  - **KTT2, 3, 10, 11**
  - **KTT1, 2, 3, 4, 5, 7, 9, 10, 11**

| **Week One** | **Ngā Haepapa o te Pouako Pīrere**  
*Student Teacher (ST) Responsibilities* | **Ngā Haepapa o te Pouhāpai**  
*Associate Teacher (AT) Responsibilities* | **Ngā Haepapa o te Poutoro**  
*Professional Supervisor (PS) Responsibilities*

| **Introduce yourself to your AT and the class** | **Discuss practicum requirements with ST including the period of PR – negotiate time frame for addressing these** | **Conduct initial group visit via Zoom (can be all students and ATs from various schools at the same time)**

| **Share your summary of the LOs (Putanga Ako) for EDPRACM 204 with AT and PS** | **Negotiate time frame for addressing practicum requirements with AT including 8 days full responsibility - complete a plan** | **Check digital practicum file is organised and accessible. Provide feedback on organisation where required.**

| **Negotiate time frame for addressing practicum requirements with AT including 8 days full responsibility - complete a plan** | **Share and discuss pertinent planning templates, class, and school information** | **Check Compulsory Task #1 is completed.**

| **Observation Focus 1:**  
*discuss findings with AT at the end of week** | **Identify expectations as to where, when, and how planning is completed** | **Arrange observation visits for week 4 or 5 and professional conversations for week 6.**

| **Observation Focus 2:**  
*arrange a time to meet with AT to discuss assessment** | **Discuss STs findings re Observation Focus 1** | **Arrange times for ST to observe/discuss my teaching process (Observation Focus 2)**

| **Observation Focus 3:**  
*clearly identify your teaching responsibilities on your AT’s weekly plan for this week and for weeks 2 – 6** | **Arrange times for ST to observe/assess/discuss ākonga learning (Observation Focus 3)** | **Arrange times for ST to observe/discuss my teaching process (Observation Focus 2)**

| **Principal Discussion Organisation**  
*Organise a time over the next seven weeks to meet with the principal to have a discussion (all students at the school meet with the principal at the same time)* | **Give verbal feedback on ST’s observed use of te reo Māori during classroom interactions** | **Check Reflection #1 and provide ‘light’ feedback.**

| **Observation Focus 2: 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.** | **Check Reflection #1 and provide ‘light’ feedback.**

| **Observation Focus 3: continued…** | **Discuss ST’s focused observations re Observation Focus 2 particularly ST’s identified implications for their own teaching.** | **Check Reflection #1 and provide ‘light’ feedback.**

| **Assessing/planning/teaching/evaluating Focus 1:**  
*Sequences of lessons for multiple groups of ākonga*  
eg. 1x Pāngarau group and 1x Te Reo Matatini group  
*sequence = 3x lessons (minimum)* | **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.** | **Check Reflection #1 and provide ‘light’ feedback.**

| **Week Two** | **Ngā Haepapa o te Pouako Pīrere**  
*Student Teacher (ST) Responsibilities* | **Ngā Haepapa o te Pouhāpai**  
*Associate Teacher (AT) Responsibilities* | **Ngā Haepapa o te Poutoro**  
*Professional Supervisor (PS) Responsibilities*

| **LOs 1 2 3 5** | **Ngā Haepapa o te Pouako Pīrere**  
*Student Teacher (ST) Responsibilities* | **Ngā Haepapa o te Pouhāpai**  
*Associate Teacher (AT) Responsibilities* | **Ngā Haepapa o te Poutoro**  
*Professional Supervisor (PS) Responsibilities*

| **KTT1, 2, 3, 4, 5, 7, 9, 10, 11** | **Ngā Haepapa o te Pouako Pīrere**  
*Student Teacher (ST) Responsibilities* | **Ngā Haepapa o te Pouhāpai**  
*Associate Teacher (AT) Responsibilities* | **Ngā Haepapa o te Poutoro**  
*Professional Supervisor (PS) Responsibilities* |
**Reflection #1:**
- Complete a reflection on a ‘moment of uncertainty’ faced over first 2 weeks of practicum. Share with ST and PS and sent to PS for feedback

**Week Three**

<table>
<thead>
<tr>
<th>LOs 1 2 3 4 5</th>
<th>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessing/planning/teaching/evaluating Focus 1:</strong> continued… Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups</td>
<td><strong>Assessing/planning/teaching/evaluating Focus 1:</strong> continued… Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups</td>
</tr>
<tr>
<td><strong>Assessing/planning/teaching/evaluating Focus 2:</strong> Sequences of lessons for a larger group/whole class for one other curriculum area (i.e., other than Te Reo Matatini or Pāngarau)</td>
<td><strong>Assessing/planning/teaching/evaluating Focus 2:</strong> Sequences of lessons for a larger group/whole class for one other curriculum area (i.e., other than Te Reo Matatini or Pāngarau)</td>
</tr>
<tr>
<td>Take responsibility to organise and manage the whole class for a block or blocks of the day using both own planning and AT planning.</td>
<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>
</tr>
<tr>
<td>Share progress re Compulsory Task #2 with AT and PS</td>
<td>Read through ST planning for groups, suggest improvements/modifications and approve implementation.</td>
</tr>
<tr>
<td>Record 2 videos of teaching (to a maximum total of 30 minutes) to annotate and reflect on using the IRIS tool and share with PS for their feedback.</td>
<td>Give written and/or verbal feedback on observed planning/teaching of groups.</td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td><strong>Week Four</strong></td>
</tr>
<tr>
<td><strong>Building towards your period of full control:</strong></td>
<td><strong>Building towards your period of full control:</strong></td>
</tr>
<tr>
<td><strong>Assessing/planning/teaching/evaluating Focus 1:</strong> continued… Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups</td>
<td><strong>Assessing/planning/teaching/evaluating Focus 1:</strong> continued… Sequences of lessons for multiple groups of children eg. 3x Pāngarau groups and 3x Te Reo Matatini groups</td>
</tr>
<tr>
<td><strong>Assessing/planning/teaching/evaluating Focus 2:</strong> continued… Sequences of lessons for a larger group/whole class for another curriculum area (i.e. not Te Reo Matatini or Pāngarau)</td>
<td><strong>Assessing/planning/teaching/evaluating Focus 2:</strong> continued… Sequences of lessons for a larger group/whole class for another curriculum area (i.e. not Te Reo Matatini or Pāngarau)</td>
</tr>
<tr>
<td>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>Give written and/or verbal feedback on observed planning/teaching/evaluation and management aspects of larger groups/whole class.</td>
</tr>
<tr>
<td>Read through ST planning and approve implementation.</td>
<td>Check digital practicum file is organised, accessible and well-maintained. Provide feedback where required.</td>
</tr>
<tr>
<td>Give written and/or verbal feedback on planning, observed teaching, assessment, evaluation, and management.</td>
<td>Check Compulsory Task #2 and provide ‘light’ feedback.</td>
</tr>
<tr>
<td><strong>Check Reflection #2 and provide ‘light’ feedback.</strong></td>
<td>Provide feedback on IRIS videos that are shared and annotated by students. Maximum 30 minutes with total of 2 videos over whole practicum.</td>
</tr>
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<tr>
<td>Weeks Five and Six</td>
<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>
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<tr>
<td><strong>LOs 1 2 3 4 5</strong></td>
<td>Take full responsibility to organise and manage the whole class for 8 consecutive days using own planning.</td>
</tr>
<tr>
<td>KTT1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
<td>Reflection #2: Complete a reflection on a 'moment of uncertainty' faced over past 2 weeks of practicum. Share with AT and sent to PS for feedback.</td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
<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>
</tr>
<tr>
<td><strong>LOs 1 3 4</strong></td>
<td>Share progress re Compulsory Task #2 with AT and PS.</td>
</tr>
<tr>
<td>KTT9</td>
<td>Negotiate with AT specific lessons to teach to further refine practice.</td>
</tr>
<tr>
<td></td>
<td>Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections.</td>
</tr>
<tr>
<td>Post practicum:</td>
<td>Share Reflective summary with PS during debriefing.</td>
</tr>
<tr>
<td></td>
<td>Complete AT section of Assessment Report and send to either in-school practicum coordinator or PS.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Prepare provision AT section of Assessment Report for professional conversation in week 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepare for observation visit in either week 5 or 6.</td>
</tr>
<tr>
<td></td>
<td>Record 2 videos of teaching (to a maximum total of 30 minutes) to annotate and reflect on using the IRIS tool and share with PS for their feedback.</td>
</tr>
<tr>
<td></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>
</tr>
</tbody>
</table>

| | Maximum 30 minutes with total of 2 videos over whole practicum |
| | Confirm Observation visits and professional conversations for week 5 or 6. |

**Observation visit** for week 5 or 6 - PS visits and observes ST teaching. Quick chat after teaching of noticings/observations. Set up zoom link and share for professional conversation.

- Check Reflection #2 and provide ‘light’ feedback.

**Professional Conversation** via Zoom - 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 a face-to-face meeting with STs), shares final Practicum Report, notes ST’s ‘next steps, confirms final grade,’ submits documentation to Practicum Office (copies also sent to ST).

All templates available in Google Drive folder - [https://drive.google.com/drive/folders/1P9uXLgyORmu22AfeOagz2lMtDaP83non?usp=sharing](https://drive.google.com/drive/folders/1P9uXLgyORmu22AfeOagz2lMtDaP83non?usp=sharing)
### Key Teaching Tasks

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

<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 TātaiReo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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, mātauranga and resources that are responsive to the needs and priority of ākonga and whānau/community. These are selected in consultation with mentor/associate teacher.</td>
<td>Designs and teaches programmes of learning that draw on localised curriculum, embedding student’s learning experiences in local contexts, uara, tikanga, pūrākau, mātauranga and resources that are responsive to the needs and priority of ākonga and whānau/community.</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, mātauranga 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>
<tr>
<td>2. Communicates using the appropriate reo Māori function i.e., giving instructions, area of learning, and learning context.</td>
<td>Communicates using the appropriate reo Māori function that is generally clear and appropriate to ākonga age and capabilities.</td>
<td>Communicates using the appropriate reo Māori function that is clear and appropriate to ākonga age/capabilities.</td>
<td>Consistently communicates using the appropriate reo Māori function precisely and appropriate to ākonga age and capabilities.</td>
<td>Te Tiriti o Waitangi partnership Teaching Learning-focused culture</td>
<td>Kia Rere te Reo</td>
</tr>
<tr>
<td>3. Utilises second language teaching pedagogy to support effective teaching and learning in the medium of te reo Māori.</td>
<td>With guidance, trials and refines second language teaching methods and practices to support effective teaching and learning in the medium of te reo Māori.</td>
<td>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.</td>
<td>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.</td>
<td>Te Tiriti o Waitangi partnership Learning-focused culture Professional learning Design for learning Teaching Professional Relationships</td>
<td>Kia Tika te Reo</td>
</tr>
</tbody>
</table>

**KOTR3** - have specific strategies to contribute to the sustainability of reo ā-iwi.

**Kia Ora te Reo**
- use a range of general and specific vocabulary items competently and correctly in Māori.
- are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.

**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 second language teaching pedagogy to support effective teaching and learning in the medium of te reo Māori.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Performance Indicators</th>
<th>Design for learning Learning-focused culture</th>
<th>KIA RERE TE REO</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>KIA RERE TE REO - communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.</td>
</tr>
<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>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>KIA RERE TE REO - communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.</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 within teaching sessions.</td>
<td>Reflects on teaching sessions and mentor feedback comments to identify ways to adapt teaching strategies to meet ākonga needs within teaching sessions.</td>
<td>KIA TIKI TE REO - can facilitate higher level thinking in ākonga e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.</td>
</tr>
<tr>
<td>7</td>
<td>Regularly engages in conversations with ākonga and their whānau about ākonga learning to determine appropriate next learning steps.</td>
<td>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.</td>
<td>Plans for and implements opportunities for ākonga and their whānau to discuss ākonga learning and uses this to inform decisions about next learning steps.</td>
<td>KIA TIKI 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.</td>
</tr>
<tr>
<td></td>
<td>BCTE Code</td>
<td>Description</td>
<td>Competencies</td>
<td></td>
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<tr>
<td>8</td>
<td>Organises the learning environment to accommodate multiple learning configurations and varied learning experiences</td>
<td>In collaboration with the mentor/associate teacher, organises the learning environment to accommodate multiple learning configurations and varied learning experiences.</td>
<td>Confidently organises the learning environment to accommodate multiple learning configurations and varied learning experiences.</td>
<td>Learning-focused culture Teaching</td>
</tr>
<tr>
<td>9</td>
<td>Critically reflects on the impact of own teaching actions on ākonga, adjusts practice where required and justifies changes made.</td>
<td>With support, reflects on the impact of own teaching actions on ākonga, acts on feedback to adjust practice where required and explains why changes are made.</td>
<td>Critically reflects on the impact of own teaching actions on ākonga, adjusts practice where required and justifies changes made.</td>
<td>Professional learning Learning-focused culture</td>
</tr>
<tr>
<td>10</td>
<td>Develops positive learning focused relationships with ākonga, their whānau and colleagues.</td>
<td>Engages in conversations with ākonga, their whānau and colleagues to develop positive learning focused relationships.</td>
<td>Confidently initiates conversations to develop positive relationships with ākonga, their whānau and colleagues.</td>
<td>Professional relationships Learning-focused culture</td>
</tr>
<tr>
<td>11</td>
<td>Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus during teaching/learning sessions.</td>
<td>Models listening as well as talking by encouraging ākonga contributions to and questions about the learning focus.</td>
<td>Models listening as well as talking by regularly encouraging ākonga contributions to and questions about the learning focus.</td>
<td>Teaching Learning-focused culture Professional relationships</td>
</tr>
<tr>
<td>12</td>
<td>Uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context.</td>
<td>With guidance, trials and refines positive management techniques appropriate for the ākonga and the context.</td>
<td>Confidently uses a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context.</td>
<td>Teaching Learning-focused culture Professional relationships</td>
</tr>
</tbody>
</table>

**Kia Māori te Reo**
- Can describe and explain Māori specific experiences relevant to a range of learning contexts.
- Can describe and explain Māori specific experiences relevant to a range of learning contexts.
- Can explain complex topics, clearly and accurately.
- Communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.
- Have a range of appropriate language to encourage, motivate and praise ākonga.
- Utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori.
- Use a range of discourse strategies and language structures competently in te reo Māori.
- Have a range of appropriate language to encourage, motivate and praise ākonga.

**Kia Rere te Reo**
- Communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.
- Have a range of appropriate language to encourage, motivate and praise ākonga.
- Use a range of figurative, colloquial and metaphorical features of Māori language competently and appropriately in teaching and learning contexts.
| 13 | Can adjust language and how it is expressed to suit different levels of ākonga and learning contexts. | With support, adjusts language and how it is expressed to suit different levels of ākonga and learning contexts | Authentically adjust language and how it is expressed to suit different levels of ākonga and learning contexts | Authentically and proactively adjust language and how it is expressed to suit different levels of ākonga and learning contexts | Te Tiriti o Waitangi partnership Design for learning | 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 |
1. TE MĀTAKITAKITANGA (OBSERVING)

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

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

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

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

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

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

Complete at least **four focused observations of your associate teacher** in at least **two curriculum areas**. Use the template at [drive.google.com](https://drive.google.com) to document your observations.

**Before each observation:**

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

**During each observation:**

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

**Following each observation:**

- discuss information collected from your observation with your associate teacher by asking carefully formulated questions to help clarify your understanding.
- record the key points from your discussion including some ‘next steps’ for your own practice (e.g. further observation, planning for teaching a group, leading a class session).
Arotahi Mātikitaki 3: Te kīte, te āhukahuka me te urupare ki te ako a te ākonga (ara, te mātikitaki me te aromatawai i ngā pāhekohekotanga o te ākonga me te pouhāpai)

Observation Focus 3: Noticing, recognising and responding to children’s learning (i.e. observing & assessing learners during learner / associate teacher interactions)

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

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

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

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

Before each observation, ask your associate teacher to:

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

During each observation:

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

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

Following each observation:

- discuss your findings with your associate teacher and confirm ‘next steps’ for children’s learning, and for your own teaching/learning.
- collaboratively plan the next lesson with your AT.
2. TE AROMATAWAI, TE WHAKAMAHERE, TE WHAKAAKO, TE AROTAKE
ASSESSING, PLANNING, TEACHING, EVALUATING

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

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

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

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

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

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

Following each lesson in the sequence:

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

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

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

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

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

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

During each lesson in the sequence:

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

Following each lesson in the sequence:

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

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

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

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

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

Te ‘Pānui-ā-waha’ me ngā Pūkete Whai Haere
‘Read alouds’ and Running Records

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

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

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth. It is a Ministry of Education requirement that a class always remains under the supervision of an employed teacher when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the in loco parentis role and carries the responsibility for what occurs in that room.
During this practicum you are required to reflect regularly on your own teaching practice and professional learning, as well as interactions arising from your practice that caused you uncertainty.

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

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

- During the practicum, record at least two professional reflections focusing on your own practice. Use the framework outlined in the reflection template at drive.google.com (Pohatu, 2013; Smyth, 1991) to:

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

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

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

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

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

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

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

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

**After the lesson**
- Upload the video to IRIS
- Annotate and comment on your teaching, in relation to your focus
• Share the video with reflection to your Professional Supervisor (you may also want to share it with your AT and get their feedback, but this is not essential).

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

➢ Reflective summary

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

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

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

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

Compulsory Task #1: Pre-practicum

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

Criteria:

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

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

Compulsory Task #2: During the practicum

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

Discuss your progress with your AT and PS in relation to the KTTs during Week 3 and again prior to your professional conversation.
6. NGĀ MATAPAKI NGAIO KI TE TUMUAKI RĀTOU KO NGĀ HOAMAHI

DISCUSSIONS WITH THE PRINCIPAL AND PROFESSIONAL COLLEAGUES

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

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

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

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

7. TE TIAKI TUHINGA NGAIO - MAINTAINING DOCUMENTATION

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

- Compulsory Tasks #1 and #2 – see descriptions on page 20.
- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes
• School and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal and other school colleagues
• Specific practicum tasks
  - i.e., Te Mātakitakitanga (observing); te aromatawai, te whakamahere, te whakaako, te arotake (assessing, planning, teaching, evaluating) and ngā mahi whakaaroaro (reflecting tasks; see pp.14-20).
- Short-term (weekly) planning – for the duration of the practicum (associate teacher’s and own plans) - Long-term planning (lesson sequences) for groups, larger groups/whole class
- Professional Reflections and ‘Next Steps’ sheets
  • Associate teacher’s observations/feedback, notes from discussions with associate teacher
  • Associate teacher’s assessment information and planning e.g., term overviews/unit plans (copies)
  • Resource materials developed/collected for personal teaching during practicum

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

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

NGĀ TOHUTORO
REFERENCES

<table>
<thead>
<tr>
<th>Putanga Ako Learning Outcome</th>
<th>Paearu Aromatawai Assessment Criteria</th>
<th>Piapotito kōrero / Taunaki Comment/Evidence</th>
</tr>
</thead>
</table>
| 1. Establish professional relationships and communicate effectively with ākonga and colleagues. | Learning Outcome 1 has been  
☐ Achieved  
☐ Not achieved | 1.1 Effective communication with children, colleagues, parents/whānau is practiced consistently and reflected upon regularly.  
1.2 Effective professional relationships within the educational community of the school are practiced consistently. |
| 2. Demonstrate effective pedagogical practice that promotes ākonga learning and is informed by theory, research, current curriculum and practice. | Learning Outcome 2 has been  
☐ Achieved  
☐ Not achieved | 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. | Learning Outcome 3 has been  
☐ Achieved  
☐ Not achieved | 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. | Learning Outcome 4 has been  
☐ Achieved  
☐ Not achieved | 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. | Learning Outcome 5 has been  
☐ Achieved  
☐ Not achieved | 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. |
**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>anga marautanga</td>
<td>curriculum framework</td>
</tr>
<tr>
<td>āngitu</td>
<td>successful</td>
</tr>
<tr>
<td>ārai whatitata</td>
<td>risk management</td>
</tr>
<tr>
<td>aratohu</td>
<td>guideline</td>
</tr>
<tr>
<td>aratohu mātauranga o te motu</td>
<td>national educational guidelines</td>
</tr>
<tr>
<td>ariā</td>
<td>theory</td>
</tr>
<tr>
<td>aro(hia)</td>
<td>pay attention to, take note or heed of</td>
</tr>
<tr>
<td>aroā(tia)</td>
<td>comprehend</td>
</tr>
<tr>
<td>arohaehae(tia)</td>
<td>critique</td>
</tr>
<tr>
<td>arokā</td>
<td>aware</td>
</tr>
<tr>
<td>aromātai</td>
<td>evaluate</td>
</tr>
<tr>
<td>aromatawai takitoru</td>
<td>triadic assessment process</td>
</tr>
<tr>
<td>aromatawai tōmua</td>
<td>pre-assessment</td>
</tr>
<tr>
<td>aromatawai whakawhanake</td>
<td>formative assessment</td>
</tr>
<tr>
<td>aromatawai-ā-kōeke</td>
<td>summative assessment</td>
</tr>
<tr>
<td>aronga</td>
<td>aspect/disposition/attend to</td>
</tr>
<tr>
<td>arotahi</td>
<td>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>hauītanga</td>
<td>disability</td>
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<tr>
<td>haumaru</td>
<td>safe</td>
</tr>
<tr>
<td>hihihi</td>
<td>motivation</td>
</tr>
<tr>
<td>horopaki</td>
<td>context</td>
</tr>
<tr>
<td>horopaki whāiti (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>
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<tr>
<td>iho</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>kōeke</td>
<td>grade</td>
</tr>
<tr>
<td>kōeke ohaoha-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>kōwhiri(a)</td>
<td>choose</td>
</tr>
<tr>
<td>kōwiringa</td>
<td>option</td>
</tr>
<tr>
<td>mahere ārai whatitata</td>
<td>risk management plan</td>
</tr>
<tr>
<td>maiki</td>
<td>incident (misfortune)</td>
</tr>
<tr>
<td>mākohako hā</td>
<td>open-minded</td>
</tr>
<tr>
<td>marautanga</td>
<td>curriculum</td>
</tr>
<tr>
<td>mātai</td>
<td>examine</td>
</tr>
<tr>
<td>mātaitakitanga</td>
<td>observation</td>
</tr>
<tr>
<td>mātaitakitanga kua āta whakaritea</td>
<td>planned observation</td>
</tr>
<tr>
<td>matapaki</td>
<td>discuss</td>
</tr>
<tr>
<td>matapaki ngaio</td>
<td>professional discuss</td>
</tr>
<tr>
<td>mātātaki</td>
<td>challenge</td>
</tr>
<tr>
<td>matatapu</td>
<td>confidential</td>
</tr>
<tr>
<td>matatika</td>
<td>moral, ethics</td>
</tr>
<tr>
<td>mātātōa</td>
<td>active</td>
</tr>
<tr>
<td>matawaenga</td>
<td>dilemma</td>
</tr>
<tr>
<td>matea ako</td>
<td>learning need</td>
</tr>
</tbody>
</table>
mātoro  
mauritau  
mōkito  
mōrahi  
gaio  
gaiootanga  
gohe  
ōhangā  
ohaoha  
ōkawa  
ōpaki  
oro  
orotau  
paearu angitu  
paerewa pouako paetae  
paetae  
pāhekoheko  
paihere  
pakeke  
pākiki  
pakirehua  
pakirehua pouako  
pānga  
pānui hārau(tia)  
pānui arahanga  
papa taunaki  
pāpāhō  
pāpōri  
pārekareka  
pōari whakahaere o te kura  
porihanga  
pouako  
pouako pīrere  
pouhāpāi  
poutoro  
pūnaha  
pūnahanaha  
pūoro  
putanga ako  
putanga iho  
pūtoī ako  
pūtoī ako whaihua  
raraunga  
rautaki  
rautaki whakahaere whanonga  
taiao ako  
taipitopito  
takitara  
takune  
tāpua  
tātarī  
tauākī  
tauākī tūtōhinga  
taunaki  
taunekeneke  
tautake  
tāuteutetanga  
tātutu(tia)  
tauwhāhīti  
tauwhānui  
Te Matatū o Aotearoa  
te reo matatini  
tipako(na/hia)  
toiora  
toitū  

visit  
rapport (pai)  
minimum  
maximum  
professional  
professionalism  
activity  
economy  
economic  
formal  
informal  
sound  
understand  
success criteria  
graduating teacher standard  
achievement  
interaction  
unifying  
complex  
curious  
inquiry  
teacher inquiry  
relationship  
model read  
guided reading  
evidence base  
media  
social  
interesting = whakaihihi = whai ihiihi  
school board of trustees  
society  
teacher  
student teacher  
associate teacher  
visiting professional supervisor  
system  
systematic  
music  
learning outcome  
outcome, consequence  
pedagogy  
effective pedagogy  
data  
strategy  
behaviour management strategy  
learning environment  
detail  
provisional  
intended, intention  
significant  
analyse  
statement  
charter statement  
evidence  
dynamic  
philosophy  
engagement identify  
= tauohu(a)  
specific  
general  
Teaching Council of Aotearoa-NZ  
literacy  
select  
well-being = waiora  
maintain = whakapūmāu
tōkeke equity
tōrangapū political
torotoro explore
tötika effective
tūhua event
tuakiri identity
tūhura investigate = whakatūhuratawha
токanga process
tumuaki principal
tumuaki tuauru deputy principal
tūtōhinga o te kura school charter
uara values
urutau respond, response
wāhanga ako adapt
wahapū learning area
wairua articulate
wetewete(kina) spiritual
dekonstruct
deo
whāinga ako learning intention
whāinga ngaio professional goal
whakaanga ngaio confront (i.e. to debate with oneself)
whakaawate(tia, ngia) reflect, ponder upon (vt)
whakaawe(tia, ngaio) influence (vt)
whakaharatau whakaako teaching practice
whakahihiko motivate
whakahokinga kōrero ā tuhi written feedback
whakahokinga kōrero ā waha verbal feedback
whakamahere(tia) plan (vt)
whakanikoniko enhance
whakapatā learning intention
whakaraupapa(tia) professional goal
whakarite mahere confront (i.e. to debate with oneself)
whakarite whāinga reflect, ponder upon (vt)
whakatairanga(tia) influence (vt)
whakataua ngaio teaching practice
whakataupua(tia) motivate
whakatūtētē(tia) written feedback
whakatemene(tia) verbal feedback
whakatawhatewha plan (vt)
whakatūhuratawha enhance
whakatūuā(tia) professional judgement
whakauā(tia) put in time-out
whakawhitihiti whakaaro encourage
whanonga learning behaviour
whanonga ako experience
wheako strand