Faculty of Education and Social Work

Bachelor of Education (Teaching) Primary Specialisation

2024

EDPRAC 304 Practicum 3

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<th>PART A/B: Practicum dates</th>
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</tr>
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<td><strong>11-week assessed practicum...</strong> including 15-20 consecutive days of full responsibility for the learning programme</td>
<td><strong>PART A:</strong> From the day children start school for a period of 15 days (3 weeks)</td>
<td>Part B Phase 2 Briefing: Please check Canvas</td>
</tr>
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<td><strong>PART B:</strong> Phase 1: 3 weeks Phase 2: 5 weeks</td>
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**During practicum, student teachers must have their student ID card with them at all times.**

**School colleagues please note:**

- 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. The student teacher must know where this person is and how to get hold of them if they need them.

- All practicum-related meetings on school sites are only able to include student teachers, school staff, and Faculty of Education & Social Work supervisors. **There can be no exceptions.**

**Faculty of Education and Social Work Practicum Contacts**

<table>
<thead>
<tr>
<th>City &amp; Tai Tonga Campuses</th>
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<tr>
<th>Tai Tokerau Campus</th>
<th>Maia Hetaraka</th>
<th>Ext: 47050 Email: <a href="mailto:m.hetaraka@auckland.ac.nz">m.hetaraka@auckland.ac.nz</a></th>
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</thead>
<tbody>
<tr>
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<td>Yvette Meara</td>
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</tr>
</tbody>
</table>
The final phase of this practicum is an opportunity for each student teacher to synthesise his/her learning from their BEd (Tchg) Primary programme and to prepare for their beginning years as a provisionally certificated teacher (PCT). During EDPRAC 304A/B, student teachers are expected to demonstrate high quality pedagogical practice that is consistent with the Teaching Council Aotearoa New Zealand Standards for the Teaching Profession (with support) – refer p. 22.

Practicum tasks and requirements have been developed to enable each student teacher to work in a self-directed manner that involves professional decision making, moral choice and ethical practice. While the student teacher and associate teacher will work in collaboration to plan and organise the student teacher’s programme, each student teacher is now expected to take greater responsibility for reflecting upon their teaching practice and determining areas of focus for their own professional growth.

**The purpose of EDPRAC 304 Part B**

Practicum learning outcomes are based upon four recurring themes:

- forming professional relationships – including effective communication
- focusing on purposeful teaching and learning
- being a professional teacher in Aotearoa New Zealand
- understanding the complexity of the teacher’s role, the educational context and the behaviour and dispositions expected of professional teachers in Aotearoa New Zealand.

The central focus of EDPRAC 304 Part B is to create and sustain purposeful learning that enables achievement for all learners. There is specific emphasis on:

- the student teacher’s own teaching in relation to contextual factors
- the student teacher’s 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 student teacher demonstrating readiness to take on the professional role of the teacher

**Overview of requirements**

During EDPRAC 304 Part B: Phase 2, student teachers will be required to take full responsibility of the classroom programme for a period of 15-20 consecutive days*.

* Details of a suggested ‘staged approach’ for taking full responsibility can be found on pages 5 – 6 of this practicum brief.

Full 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 for this. It is important that the student teacher works in collaboration with their associate teacher to interpret long-term plans and construct
a teaching/learning programme for the 15-20 days that clearly shows a ‘flavour’ which is their own. This process, however, must not compromise the intent and aim of the associate teacher’s long-term plans.

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

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

### Attendance requirements during practicum

The Teaching Council Aotearoa New Zealand requires student teachers to complete a minimum of 120 days (24 weeks) of professional experience placements during 3-year initial teacher education programmes. Student teachers enrolled in the BEd (Tchg) Primary programme at the Faculty of Education and Social Work, University of Auckland complete one practicum placement in each year of their programme to meet this requirement, i.e.

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

### Attendance during Practicum

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

### Requests for Leave during Practicum

At times, student teachers require leave during practicum. Applications for leave are made to the Practicum Coordinator on the Request for Leave during Practicum form available at this link. Requests for leave (other than sick leave) should be submitted in advance.

In the case of sick leave, student teachers must advise their AT/school, PS and the Practicum Office by email prior to 8am on the day of the absence. A medical certificate is required for sick leave of three or more days duration.

Student teachers should expect to make up days absent during practicum in order to meet the TCANZ requirement for 120 days of practicum during their ITE programme.
SECTION 2 – Full responsibility: a ‘staged’ approach

FIRST STAGE: PREPARATION for FULL RESPONSIBILITY

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

Pre-practicum Organisation

Ensure you have the following items in your digital practicum folder:

- All Part A documentation
- Part B phase 1 planning, teaching and evaluating documentation
- A list of questions/matters to discuss with associate teacher
- Your provisional teaching philosophy (bullet points acceptable)

SECOND STAGE: WEEK 1

Re-introduction to the class

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

During this week you should aim to:

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

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

‘Team teaching’ with your AT is an approach you could use initially, with you taking on increasing responsibility for organizing and managing the learners.
NB: During your practicum, your associate teacher will be guided by both your needs and those of the class when determining the pace at which your teaching requirements are undertaken. This will help to ensure that teaching is a positive learning experience for all concerned.

➢ THIRD STAGE: WEEK 2 – ‘Shadow Week’/ FULL RESPONSIBILITY

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

During this week, your associate teacher may take on a ‘teacher-shadow/observer role’ and monitor you as you organise, manage and teach the daily programme, reminding you of any procedures and/or aspects that need to be addressed.

In this way, your associate teacher will act as an external voice for you while you become accustomed to increasing classroom responsibilities and you will be guided towards achieving success in your classroom organisation, management and teaching.

➢ FOURTH STAGE: WEEKS 3, 4, 5 – ‘Independent’ FULL RESPONSIBILITY

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

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

Refining and consolidating practice after the full responsibility period

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

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

- Discussion with a beginning teacher, e.g. How to set up a new class programme.
- Observe how children learn and operate within specialist programmes.
- Seek information regarding particular aspects of school policies and operations that are pertinent to provisionally registered teachers.
SECTION 3 – Practicum requirements for student teachers

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

EDPRAC 304 Part B: Phase 2 – Required Tasks

1. Maintaining documentation

You are expected to maintain a high standard of documentation as would be required of a professional. We encourage you to continue to personalise your digital practicum folder and any hard copy documentation. You need to organise these in a way that is meaningful for you but material must also be readily accessible to others. Your digital folder must be well-maintained. You are required to provide evidence that that you have gathered and considered assessment information about children and their achievement* to inform your planning and teaching, and to differentiate for their needs. This evidence not only enables you to report on children’s learning but also allows you to share your own learning. For example, in preparation for your professional conversation, you will select appropriate examples from your digital practicum folder to demonstrate your achievement of the EDPRAC 304 Part B learning outcomes (inclusive of the related TCANZ Standards and Key Teaching Tasks).

* Please remember to seek your AT's permission to collect any records.

The following information is likely to be included in clearly labelled sections of your digital practicum folder:

- Class description, special features, organisation
- School and classroom setting – notes made in relation to completing EDPRAC 304 Part A Required tasks re Themes 1 – 4; Notes from discussions with principal and colleagues
- School policies/procedures as appropriate
- Associate teacher’s assessment information and planning, e.g. copies of term overviews/unit plans, weekly planning
- Own daily/weekly planning, including differentiated planning for groups/individuals organised by curriculum area - show annotations, evaluative comments, and related formative assessment information/record keeping
- Associate teacher’s observations/feedback, notes from discussions with your associate teacher
- Inquiry into Practice plan, plus progress notes, evidence of children’s learning, and future teaching implications
- Focussed observations from EDPRAC 304 Part A and Part B: Phase 1 & Phase 2
- Reflective comments from EDPRAC 304 Part A and Part B: Phase 1 & Phase 2
- Key Teaching Tasks assessment with focus KTTs identified; updated philosophy statement
- Faculty information - practicum brief, Practicum Handbook, relevant handouts/notes
2. Discussions with principal and professional colleagues

During the first week of EDPRAC 304 Part B: Phase 2, arrange to meet with the principal (or her/his representative) to discuss the broader dimensions of school life that impact on the teaching role. Once you have prepared your questions, forward these to the principal in advance of your meeting.

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

- the teacher’s role/responsibilities within the school community and the ways the school makes connections with its community to support children’s learning
- the school policies/procedures relating to assessment (recording and reporting)
- social, cultural, ethical and political factors that impact on decision-making and curriculum implementation at the school
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- ways the school is inclusive and responsive to diverse learners and their families/whanau (e.g. policies/practices to provide for achievement of ESOL and special ability/needs children)

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

3. Required tasks for EDCURRIC 203 (Languages & Literacies 2)

Assignment 3 (EDCURRIC 203) has two parts:

- **Part A** requires you to engage in a range of personal and professional learning tasks inquiring into your own literacy practices. This will be completed in a professional experience setting (i.e. during your practicum placement).
- The tasks you complete and the evidence you collect will be used to complete **Part B** of this final assignment when you return to University.

Please complete the set tasks outlined in this table. These tasks are designed to support you to **plan and teach** a minimum of **ONE WRITING lesson** to a small group of students.

- Discuss with your AT when you can do each task and check these off on the table when they have been completed.

4. Implementing your Inquiry into Practice Cycle 2 plan (EDPROFST 307B)

Being a professional teacher involves on-going professional development and learning, in combination with an inquiring mind-set and an open-minded attitude that allows for the consideration of new ideas and alternative views (Zeichner, 1981).
Prior to EDPRAC 304 Part B: Phase 1, you identified one aspect of your teaching practice that you are particularly curious about and/or have a strong interest in improving. You engaged in professional learning about this aspect of your teaching practice and subsequently developed an Inquiry into Practice plan (Part A organiser), drawing on the Spiral of Inquiry approach (Timperley, Kaser & Halbert, 2014).

During EDPRAC 304 Part B: Phase 1, you discussed your Inquiry into Practice plan with your associate teacher and, after receiving feedback, adjusted your plan accordingly. You then implemented your first Action Cycle, during which you collected evidence of impact/outcomes for your learners. In your Part B report, you planned your Cycle 1 actions, summarised your findings, evaluated your learning, and identified next steps for Cycle 2.

Prior to EDPRAC 304 Part B: Phase 2, you have carried out further professional learning to extend and deepen the knowledge you need to implement your next action cycle. You have identified actions you will take during Cycle 2 and how you will collect evidence of impact on your learners (Part C organiser).

During EDPRAC 304 Part B: Phase 2, you will carry out and evaluate Cycle 2 of your inquiry. Use the Part C organiser to document details of your actions and outcomes at each stage of your Cycle 2 inquiry.

- Analyse/evaluate the evidence you collect, including your progress notes and evidence of children’s learning, and identify any future teaching implications.
- You will use the evidence and analysis in your Cycle 1 and Cycle 2 reports (Part B & Part C) as the basis for your Capstone presentation evidencing your achievement of TCANZ Standards (Part D).

5. Your philosophy of learning and teaching (EDPROFST 307 A/B)

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

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

- As you engage in professional discussions with your associate teacher and other colleagues about the important beliefs you have about learners and their learning, consider how the actions you are taking (or will take) as a teacher are consistent with and support these beliefs.
- Revise your teaching philosophy accordingly, keeping your writing concise.
- Reflect on ways your stated beliefs are evidenced in your teaching practice.

6. Key Teaching Tasks assessment

TCANZ require graduates from ITE programmes to demonstrate that they can be entrusted to capably carry out Key Teaching Tasks as a beginning teacher on day one on the job (refer pp.20-21).

At the end of EDPRAC 304 Part B: Phase 1, you self-assessed your progress towards achieving independence (proficiency) in each of the Key Teaching Tasks (KTTs) and recorded this on your KTT sheet. You also identified 2-3 KTTs that you needed to focus on developing/refining during EDPRAC 304 Part B: Phase 2. You recorded these priorities on your KTT sheet and stored this in your digital practicum folder.
At the start of EDPRAC 304 Part B: Phase 2, discuss your prioritised KTTs with your AT and identify how you will work to develop/refine these throughout your five-week practicum. Plan how you will seek regular feedback and identify times to discuss your progress.

During practicum and in the final week of EDPRAC 304 Part B: Phase 2, meet with your AT to discuss how you are achieving independence (proficiency) in each of the Key Teaching Tasks. Record your achievements on your KTT sheet and store this documentation in your digital folder to share with your PS at your debrief discussion.

Evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students. The cyclical process of “teaching as inquiry” (Aitken & Sinnema, 2008), explored throughout your Inquiry into Practice courses (EDPROFST 102, 208 and 307), provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for each of your practicum placements.

**EDPRAC 304 Part B: Phase 2 - General 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), explored throughout your Inquiry into Practice courses (EDPROFST 102, 208 and 307), provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for each of your practicum placements.

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

During EDPRAC 304 Part A, you completed and documented specific observations that focused on:

- developing familiarity with the classroom learning environment
- your associate teacher’s teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- noticing, recognising and responding to assessment information for planning, teaching and learning

During EDPRAC 304 Part B: Phase 1, you completed further observations of both your associate teacher’s teaching and individual children’s learning. You utilised findings from these observations to inform your planning and teaching, building up to taking full class responsibility for 2-3 days.

During the initial days of EDPRAC 304 Part B: Phase 2, you will undertake further observations of your associate teacher teaching writing (refer EDCURRIC 203 tasks, p.7) and reading. This will also help with re-orienting yourself to this classroom context.

You may also decide to carry out further observations. The following questions may help you…

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


**ASSESSING, PLANNING, TEACHING, EVALUATING**


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

You will therefore be required to assess learners, plan for, teach and manage learners in small groups, larger groups and/or the whole class, and evaluate learners’ learning and your own teaching in an ongoing manner.

### Assessing, planning, teaching and evaluating

<table>
<thead>
<tr>
<th><strong>Student Teacher (ST) responsibilities</strong></th>
<th><strong>Suggested Associate teacher (AT) and Professional Supervisor (PS) responsibilities</strong></th>
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<tbody>
<tr>
<td>- Re-familiarise yourself with planning expectations and the formats used in your practicum school.</td>
<td>- Provide your ST with examples of planning appropriate to the practicum requirements and aligned with classroom / school expectations e.g. long term plans; short term/weekly plans; lesson sequences; multiple groups planning grids.</td>
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<tr>
<td>- Document short term/weekly plans that are linked to longer term plans.</td>
<td>- Provide your ST with access to relevant assessment data.</td>
</tr>
<tr>
<td>- Provide documented evidence of assessment information you have gathered to inform your planning and teaching.</td>
<td>- Initially work collaboratively with your ST to support her/his planning, e.g. to identify/discuss achievement objectives, learning outcomes/learning intentions, assessment strategies and ways to document assessments.</td>
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<tr>
<td>- Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.</td>
<td>- Check that your ST is demonstrating an ability to adapt syndicate/team plans to the specific learning needs of learners in the class.</td>
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<tr>
<td>- On-going evaluation of learners’ learning and your own teaching should be part of your preparation and practice throughout your period of full-class responsibility. Analysis of learners’ assessment information will contribute to this process.</td>
<td>- Check that your ST is documenting short term/weekly plans in sufficient detail to enable them to teach and manage children’s learning effectively.</td>
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<tr>
<td>- Annotate your planning post teaching.</td>
<td>- Support your ST to work towards being responsible for class planning during the period of full responsibility.</td>
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<tr>
<td>- Assess, plan, teach, and evaluate in as many areas of the curriculum as possible including mathematics, reading and writing.</td>
<td>- Discuss with your ST his/her justifications for the teaching decisions that s/he has made.</td>
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<tr>
<td>- Unit plans developed by a syndicate/team/school should be re-worked by you to address learners’ needs and to incorporate your own ideas.</td>
<td>- Provide regular oral and written feedback on your ST’s teaching to guide her/his ongoing professional learning.</td>
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<tr>
<td>- Planning for teaching and learning should be manageable, concise and purposeful.</td>
<td>- Encourage your ST to try out new ideas and reflect on his/her practice.</td>
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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. Some of your reflective practice will take the form of discussions with your associate teacher, professional supervisor, and other colleagues. These discussions will help you to clarify your thinking, to make links to theory and research, to refine your practice, and to examine your beliefs about teaching and learning.

Reflecting

Suggested AT and PS responsibilities

- Engage your ST in ongoing professional discussions about their practice
- Support your ST to reflect critically on aspects of their practice about which they are uncertain, e.g. ask questions that promote critical thinking, provide constructive feedback, encourage ST to problem solve by drawing on learning from both practicum and their BEd courses

Student teacher responsibilities

During EDPRAC 304 Part B Phase 2, **critical reflection will be a regular part of your practice**

- Retain notes from **reflective discussions** in your practicum folder.
- Share these with your professional supervisor and associate teacher throughout Part B: Phase 2.
- Wider historical, social, political, and/or cultural contexts that influence your beliefs and practice should be examined at these times.

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

- Write your **Reflective Summary** about this practicum experience and what you have learned about preparing to be an effective Beginning Teacher
- NB: There is no template provided for the reflective summary – create your own, if you wish
- Store this reflection in your digital practicum folder and discuss with your AT and PS

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

- How have your developing beliefs about learners and learning been confirmed or challenged?
- What do you now believe about learners and how they learn best and what this might mean for your future teaching practice?
- What you have noticed about the nature of ethical dilemmas you encountered and the factors that you considered when dealing with these?
- What does bicultural practice and differentiated learning mean to you?
- How successful have you been in providing purposeful learning for all learners?
- How would you justify the teaching strategies you have used?
- What you have noticed about the significance of relationships with both the learners and adults you have worked with in this school context?
- What do you now understand about the impact of social, cultural and political factors on the work of teachers?
- What action/s is/are required between now and the beginning of your first teaching position?
### LEARNING OUTCOME 1

Build and sustain positive respectful and ethical relationships and communicate professionally with ākonga, whanau and colleagues.

<table>
<thead>
<tr>
<th>Key question (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
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<tbody>
<tr>
<td>How do you use communication to build and sustain effective professional relationships?</td>
<td>1.1 effective communication within the educational community of the school is maintained consistently and critically reflected on</td>
<td>KTT13 - Knows and accurately pronounces all ākonga names and takes initiative to become informed about ākonga home/whanau/cultural contexts</td>
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| | 1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon | 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 first language)
- use appropriate listening skills/body language
- use te reo Māori authentically
- reflect on the effectiveness of their communication with children, colleagues, parents/whānau |
| | | Student teachers who establish effective professional relationships…
- work collaboratively and positively treating children and adults with respect
- develop equitable, culturally responsive relationships
- critically reflect on their demonstration of whanaungatanga, manaakitanga and tangata whenuatanga and their ability to establish and maintain professional relationships within the class and school/community
- take responsibility for ensuring that any areas for improvement are identified, discussed and addressed
- embrace and initiate opportunities to connect with the wider 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.*

**TCANZ Standards:**
- Te Tiriti o Waitangi Partnership
- Professional Learning
- Professional Relationships
- Learning-focused Culture

**Download a copy of pages 12-15 to add to your digital folder**
**LEARNING OUTCOME 2**

Demonstrate and reflect on theoretically informed pedagogical practice that is responsive to and promotes ākonga learning

<table>
<thead>
<tr>
<th>Key Questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is your pedagogical practice informed by research, theory, and knowledge of your learners and their learning needs?</td>
<td>2.1 planning is informed by analysed assessment information, curricula and content knowledge, research and policy documents and initiatives</td>
<td>KTT1 - 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>In what ways is your developing personal philosophy evident in your own practice?</td>
<td>2.2 bicultural practices and diversity are evident when planning for learning and demonstrated in teaching practice</td>
<td>KTT2 – 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></td>
<td>2.3 teaching is characterised by inclusive practice using a variety of thoughtfully selected teaching/learning approaches which are evaluated in terms of their effectiveness in enabling learning</td>
<td>KTT3 – 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></td>
<td>2.4 ākonga learning is consistently monitored, analysed and evaluated through a range of assessment procedures</td>
<td>KTT4 – Independently organises the learning environment and resources to implement planned learning experiences</td>
</tr>
<tr>
<td></td>
<td>2.5 extended teaching/learning experiences are effectively planned, implemented, assessed and evaluated (across a range of curriculum areas) with multiple groups, larger groups and whole class</td>
<td>KTT5 – 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></td>
<td>2.6 digital tools and resources are purposefully utilised to enhance the effectiveness of interventions in the learning/teaching process</td>
<td>KTT6 – Plans for and regularly engages ākonga in conversations about their learning using thoughtfully considered open questions</td>
</tr>
<tr>
<td></td>
<td>2.7 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</td>
<td>KTT7 – Consistently gives clear, precise instructions appropriate to ākonga age/capabilities</td>
</tr>
<tr>
<td></td>
<td>2.8 pedagogical practice is critically reflected upon and refined in relation to an emerging personal professional philosophy</td>
<td>KTT10 – Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged in purposeful learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KTT11 - Independently use a variety of effective, positive management techniques that are responsive and appropriate for the ākonga involved, the moment and the context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition, student teachers who demonstrate effective pedagogical practice…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- consciously plan and use pedagogy to engage Māori learners and cater for their needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- justify personal practice according to evidence of learners’ learning, research re teaching approaches, theories of learning and a developing philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- critically reflect on teaching practice and developing pedagogy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- enhance learners’ social and cultural competence by designing and monitoring activities that promote engagement, positive behaviour and a sense of belonging and self-worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- utilise the New Zealand Curriculum (MoE, 2007), school and policy documents effectively in planning and practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- take full responsibility for the teacher role planning, teaching and managing the learning programme in the associate teacher’s place for at least 15 – 20 consecutive days.</td>
</tr>
</tbody>
</table>

**TCANZ Standards:**
- Te Tiriti o Waitangi Partnership
- Professional Learning
- Professional Relationships
- Learning-focused Culture
- Design for Learning
- Teaching

**NOTE:** planning must be presented in advance of teaching
**LEARNING OUTCOME 3**

Consistently demonstrate the professional knowledge, skills and dispositions required as an effective teacher in Aotearoa New Zealand in alignment with professional standards.

<table>
<thead>
<tr>
<th>Key question (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
</table>
| In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand? | 3.1 professionalism and professional agency are appropriately exercised and critically reflected upon  
3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and evaluated  
3.3 ‘next steps’ for practicum-related professional learning are identified through own and others’ evidence and critically reflected on to refine practice  
3.4 opportunities for professional growth are initiated, actioned and critically reflected upon | KTT7 - Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made  
KTT12 - Authentically and proactively incorporates te reo me ētika Māori in the daily learning programme |  
Student teachers who demonstrate appropriate professional responsibilities also...  
- demonstrate their professional responsibility as a junior colleague including using initiative, being consistently punctual and well-prepared  
- maintain professional documentation as a teacher and professionally document their own learning  
- consistently inquire into their own practice; proactively engage in professional learning, and take on/action feedback/feed forward  
- demonstrate understanding of how professional standards and dispositions, as required by the TCANZ, apply to them  
- develop and address ‘next steps’ in their own learning (with support from their associate teacher)  
- are able to articulate a teaching philosophy that reflects high expectations for all students and their commitment to Māori learners succeeding as Māori  
- identify and critically reflect on professional decisions, actively negotiate to resolve dilemmas, seek alternative possibilities and reflect upon decisions made |  

**TCANZ Standards:**  
- Te Tiriti o Waitangi Partnership  
- Professional Learning  
- Professional Relationships
**LEARNING OUTCOME 4**

Critically analyse own teaching and responses to contextual complexities in the learning and teaching environment.

<table>
<thead>
<tr>
<th>Key question (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
</tr>
</thead>
</table>
| What contextual factors do you need to consider and respond to when creating and sustaining purposeful learning environments? | 4.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision-making and personal practice.  
4.2 legislative requirements and school policies are discussed and implemented. | KTT14 - Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment.  
Student teachers who demonstrate their understanding of contextual factors also...  
- demonstrate an understanding of social, cultural and political influences when making decisions about teaching, learning and assessment  
- initiate discussion with their associate teacher, the principal and other professional colleagues about the different ways the wider school environment/community impacts on the teacher’s role  
- explain ways that Ministry of Education initiatives and school policies influence their own decision-making and practice, for example:  
  - parent/whānau/community expectations  
  - Government policy (eg priority learners; local curriculum)  
  - educational achievement of Māori  
  - equity and diversity |

**TCANZ Standards:**
- Te Tiriti o Waitangi Partnership
- Professional Learning
- Professional Relationships
The professional conversation
*Refer Practicum Assessment (Practicum Handbook, pp.17-19)

Notes for the student teacher

The provisional assessment of your performance against the practicum learning outcomes, referenced to the Teaching Council Aotearoa New Zealand (TCANZ) Standards and Key Teaching Tasks (KTTs) is discussed and confirmed during a three-way professional conversation towards the end of the practicum.

Prior to EDPRAC 304 Part B: Phase 2

- Familiarise yourself with the Learning Outcomes for EDPRAC 304 Part B (inclusive of the related TCANZ Standards and KTTs) - look carefully at the identified Standards, assessment criteria, KTTs, and Practice Indicators for each LO
- Consider evidence you may collect in relation to each LO

During EDPRAC 304 Part B: Phase 2

- Collect and store in your digital practicum folder all completed practicum tasks and requirements, relevant school/classroom information, resources that you have generated, and (with permission) some examples/photos of children's work as a result of your teaching during the practicum

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

- In preparation for leading your professional conversation, select appropriate examples of evidence from your digital practicum folder and children’s learning/progress to demonstrate…
  - your achievement of the EDPRAC 304 Part B learning outcomes (inclusive of the related TCANZ Standards and KTTs) – refer pp.14-17
  - your readiness for provisional certification as a teacher
- Discuss your selected evidence and justifications with your associate teacher

During the professional conversation

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

Following EDPRAC 304 Part B: Phase 2

- Please ensure that your digital practicum folder is up-to-date with evidence of completion of all practicum requirements.
- Complete your reflective summary, addressing at least five of the aspects of practice listed (refer p.12).
- Share your reflective summary with your PS in advance of your debrief meeting.
The professional conversation (continued)

Notes for the associate teacher

It is important that this final assessment is rigorous as this is the credentialing practicum.

Before the professional conversation

- complete the associate teacher evidence report – consider your observations of the ST’s practice and previous open, timely and constructive written and oral communication you have had with the ST in regard to their progress
- encourage and support the ST’s preparation for the Professional Conversation

During the professional conversation

- provide justified assessment of the ST’s achievement against each of the practicum learning outcomes
- encourage and support the ST to take the lead in his/her professional conversation

Notes for the professional supervisor

It is important that this final assessment is rigorous as this is the credentialing practicum. When a student teacher passes EDPRAC 304, a judgment is being made that they exhibit ‘beginning teacher’ independence.

Before the professional conversation

- familiarise yourself with your role leading the assessment procedures for EDPRAC 304. Please refer to the Practicum Handbook and the EDPRAC 304 Brief regarding assessment of the learning outcomes (referenced to the Teaching Council, Aotearoa New Zealand Standards)
- negotiate a suitable time for the professional conversation and confirm the availability of ST and AT

During the professional conversation

- encourage and support the ST and AT to participate in their roles
- make notes in preparation for completing the professional supervisor’s section of the assessment report as part of the professional conversation process by considering previous open, timely and constructive written* and oral communication you have had with the ST in regard to their progress
  *Written notes from your classroom observation of approximately 45 minutes - ideally across a transition in the class programme

Following the professional conversation

- record the student teacher’s provisional assessment, based on evidence provided and discussed during the professional conversation
- conduct a debrief meeting with the student teacher following completion of the practicum to confirm the assessment on the EDPRAC 304 Practicum Report and include any recommendation/s for future development
- submit documentation to the Practicum Office.

NOTE: Final course grades are moderated/confirmed by the practicum coordinator and course director prior to being released at the end of the semester.
EDPRAC 304 Part B Phase 2 - Summary of key student teacher actions

Before EDPRAC 304 Part B: Phase 2, I have:

- completed EDPRAC 304 Part A (15 days) and EDPRAC 304 Part B: Phase 1 (3 weeks)
- filed material generated in response to EDPRAC 304 Part A and Part B: Phase 1 requirements in my digital practicum folder
- submitted my EDPRAC 304 Part A Completion Form to the Prac Office
- submitted my EDPRAC 304 Part B: Phase 1 reflective summary to the Prac Office
- read this Practicum Brief and familiarised myself with:
  - the LOs for EDPRAC 304 Part B, inclusive of the TCANZ Standards & KTTs
  - the suggested “staged approach” to taking on full responsibility
  - the requirements for EDPRAC 304 Part B Phase 2

EDPROFST 307B Inquiry into Practice:

- submitted my Inquiry into Practice Cycle 1 report (Part B organiser)
- submitted my Inquiry into Practice Cycle 2 plan for addressing my inquiry into practice, inclusive of measures to monitor my progress
- collected, analysed and evaluated evidence from my inquiry, including progress notes and evidence of children’s learning (refer Part C Organiser)
- identified future teaching/learning implications
- reviewed my personal philosophy of learning and teaching
- met with my AT to discuss how I am achieving independence (proficiency) in each of the Key Teaching Tasks. and recorded my progress on my KTT sheet
- discussed with the principal, and my AT and professional colleagues the broader dimensions of school life that impact on the teacher’s role
- made notes from these discussions where appropriate
- reviewed my digital practicum folder to ensure all documentation is organised, accessible and well-maintained
- selected relevant evidence, prepared for, and led my “Professional Conversation”
- completed my Reflective Summary and discussed this with my PS

During EDPRAC 304 Part B: Phase 2, I have:

Observing, assessing, planning, teaching, evaluating:

- **Week 1**
  - collected, documented, analysed and discussed assessment information about learners with my AT to inform my planning and teaching
  - planned, taught, and evaluated* lessons during blocks of the school day
  - *ongoing annotations and evaluative comments

- **Weeks 2, 3, 4, 5**
  - planned, taught, and evaluated* lesson sequences during my 15-20 days of full responsibility in the following curriculum areas…..
    - *ongoing annotations and evaluative comments
  - continued to collect, document, analyse and discuss assessment information about learners with my AT to inform my planning and teaching
  - documented my own short-term/weekly planning during Weeks 2-5

Managing the learning environment:

- taken responsibility for managing the classroom learning environment and programme for 15-20 consecutive days* of full responsibility

Reflecting on personal practice:

- reflected on my personal practice in an ongoing way and documented reflective discussions

EDCURRIC 203 Required Tasks:

- completed all required tasks on checklist

EDPROFST 307B Inquiry into Practice:

- executed my Cycle 2 plan for addressing my inquiry into practice, inclusive of measures to monitor my progress
- collected, analysed and evaluated evidence from my inquiry, including progress notes and evidence of children’s learning (refer Part C Organiser)
- identified future teaching/learning implications

Philosophy of learning and teaching (EDPROFST 307A/B):

- reviewed my personal philosophy of learning and teaching

Key Teaching Tasks assessment:

- met with my AT to discuss how I am achieving independence (proficiency) in each of the Key Teaching Tasks. and recorded my progress on my KTT sheet

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

- discussed with the principal, and my AT and professional colleagues the broader dimensions of school life that impact on the teacher’s role
- made notes from these discussions where appropriate
- reviewed my digital practicum folder to ensure all documentation is organised, accessible and well-maintained
- selected relevant evidence, prepared for, and led my “Professional Conversation”
- completed my Reflective Summary and discussed this with my PS

Download a copy of this summary to add to your digital folder
<table>
<thead>
<tr>
<th>Key Teaching Tasks</th>
<th>Direct supervision (Beginning)</th>
<th>Indirect supervision (Developing)</th>
<th>Independent (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>With support, gathers and interprets assessment data, (including relevant norm referenced test results and recently gathered formative information) 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. Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths.</td>
<td>With support from mentor/associate teacher, plans lessons with clear, linked learning intentions and success criteria that draw on key curriculum documents and address some identified ākonga learning needs and strengths.</td>
<td>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>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. 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>Under supervision, 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. 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>Under supervision, 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. 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>At times, deviates from planning to adapt some teaching and organisational strategies to meet ākonga needs within teaching sessions and explains reasons for this.</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. Regularly engages ākonga in conversations about their learning using thoughtfully considered open question.</td>
<td>Provides time for ākonga to talk about their learning during and at the end of learning/teaching sessions.</td>
<td>Plans opportunities for ākonga to talk about their learning using thoughtfully considered questions.</td>
<td>Plans for and regularly engages ākonga in conversations about their learning using thoughtfully considered open questions.</td>
</tr>
<tr>
<td>7</td>
<td>Critically reflects on the impact of own teaching actions on ākonga, considers feedback, 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>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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<tr>
<td>8</td>
<td>Initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships</td>
<td>Engages in conversations with ākonga and colleagues to develop positive relationships</td>
<td>Initiates conversations with ākonga, whanau and colleagues to develop positive relationships</td>
</tr>
<tr>
<td>9</td>
<td>Gives clear, precise instructions appropriate to ākonga age/capabilities</td>
<td>Gives instructions that are generally clear and appropriate to ākonga age/capabilities</td>
<td>Gives clear instructions appropriate to ākonga age/capabilities</td>
</tr>
<tr>
<td>10</td>
<td>Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning</td>
<td>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 ākonga</td>
</tr>
<tr>
<td>11</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>Under supervision, uses a range of positive, effective management techniques that are appropriate for the ākonga and the context</td>
</tr>
<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>
</tr>
<tr>
<td>13</td>
<td>Knows and accurately pronounces ākonga names and is informed about ākonga home/whanau/cultural contexts</td>
<td>Knows and attempts to accurately pronounce ākonga names and learns about some aspects of ākonga home/whanau/cultural contexts</td>
<td>Knows and accurately pronounces ākonga names and inquires about ākonga home/whanau/cultural contexts</td>
</tr>
<tr>
<td>14</td>
<td>Affirms ākonga cultural heritages by explicitly including aspects of these in the learning programme/environment</td>
<td>Is aware of ākonga cultural heritages and, with guidance, includes some aspects of these in the learning programme/environment</td>
<td>Recognises ākonga cultural heritages by including some aspects of these in the learning programme/environment</td>
</tr>
</tbody>
</table>

**NB** – At the conclusion of EDPRAC 304, PSTs must demonstrate proficiency in all Key Teaching Tasks.
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>ELABORATION OF THE STANDARD</th>
</tr>
</thead>
</table>
| Te Tiriti o Waitangi partnership                                        | • 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                                                  | • 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                                             | • 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 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 in their identities, languages, cultures and abilities.  
• 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                                                    | • 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 that 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.  
• Design learning that is informed by national policies and priorities. |
| Teaching                                                               | • 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, practise and apply learning to different contexts and make connections with prior learning.  
• Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.  
• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |
References


