Faculty of Education and Social Work
City Campus

Bachelor of Education
(Teaching) Primary
Specialisation

EDPRAC 304
Practicum 3

Practicum Brief
Part B: Phase 1
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<td>Jan Scoulding</td>
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<td>Practicum Leader</td>
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<td>Practicum Placement Coordinator</td>
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<td>Practicum Manager</td>
<td>Shima Mozafarian</td>
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<tr>
<th>Tai Tokerau Campus contacts</th>
<th>Programme Leader</th>
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### Important notes

**Student teachers please note:**

On-campus EDPROFST 307 classes, recorded practicum briefings, and practicum advice sessions are carefully structured to prepare you for your in-school practicum experience and for your future as a professional teacher. Students who do not attend scheduled sessions or listen to recorded briefings are often inadequately prepared for their practicum. We reserve the right to not allow you a place in practicum where we determine that you are not sufficiently prepared. This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise that prevent full engagement with preparation for practicum, students need to contact their practicum co-ordinator as soon as possible.

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

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

**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 a registered teacher at all times when a student teacher is placed in the school. This means that the associate teacher or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that classroom. The student teacher must know where this person is and how to get hold of them if they need them.
The purpose of EDPRAC 304 A/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 from Aotearoa New Zealand.

The central focus of EDPRAC 304 Part B is to create and sustain purposeful learning that enables achievement for all learners. It has a specific focus 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

Overview of requirements

During EDPRAC 304B: Phase 1 student teachers will be required to work towards taking increasing responsibility for blocks of the school day (e.g. interval to lunch, the afternoon session) so that near the end of the three weeks, they are able to take responsibility for the class for 2-3 full days.

During EDPRAC 304B: Phase 2 student teachers will be required to work towards taking on the teacher’s role and to take full responsibility of the programme for a **minimum of 15-20 consecutive days**.

**Full-class responsibility** during EDPRAC 304B: Phase 2 requires the student teacher to organise, manage, plan for and teach the class using the associate teacher’s long-term plans and assessment information as a foundation for this. It is important that student teachers **work in collaboration with their associate teachers** to interpret the long-term plans and construct a teaching/learning programme for the 15 - 20 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.

EDPRAC 304 Part B : In school and on campus commitments

<table>
<thead>
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<th>PART A/B: In-school requirement</th>
<th>PART A/B: Practicum Blocks</th>
<th>PART A: Compulsory On-campus sessions</th>
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| Eleven weeks assessed practicum including **15-20 consecutive days** full responsibility for the learning programme | - **PART A**: From the day children start school for a period of 15 days (3 weeks)  
- **PART B**: (8 weeks)  
Phase 1: 3 weeks  
Phase 2: 5 weeks | - **On-campus day 2**  
22nd February 9-3pm |
Preparing for provisional certification as a teacher

This final practicum is an opportunity for a student teacher to synthesise learning from their BEd(Tchg) Primary programme and to **prepare for their beginning years as a provisionally certificated teacher**.

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).

Specific requirements have been kept to a minimum 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 practice and determining their own professional learning needs.

### 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 Co-ordinator on the Request for Leave during Practicum form available at this link. Requests for leave (other than sick leave) should be submitted in advance. Requests are rarely granted in the final practicum.

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

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

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, is discussed and confirmed during a three-way professional conversation towards the end of Part B: Phase 2 of the practicum.

Prior to EDPRAC 304 Part B:
- familiarise yourself with the learning outcomes for EDPRAC 304 Part B (inclusive of the related Standards) by looking carefully at the Assessment Criteria, Key Teaching Tasks, and Practice Indicators for each of these  
  *Refer Teaching Council Aotearoa NZ Standards for the Teaching Profession (Practicum Brief, p.22)

During EDPRAC 304 Part B: Phases 1 and 2
- collect and store in your digital practicum file and/or your hard copy folder all completed practicum tasks and requirements, relevant school/classroom information, resources that you have generated, and some examples 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 file and/or hard copy file to demonstrate…
  - your achievement of the learning outcomes of EDPRAC 304 Part B (inclusive of the related TCANZ Standards and Key Teaching Tasks)
  - your readiness for provisional certification as a teacher
- complete the student teacher self-assessment report form citing relevant examples of the evidence you have selected to support comments noted
- discuss your selections and justifications with your associate teacher

During the professional conversation:
- you, your associate teacher and your professional supervisor will each contribute his/her informed professional judgement of your work in relation to the learning outcomes, as demonstrated through the assessment criteria and related Key Teaching Tasks
- 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:
Please ensure that your digital practicum file is up to date with your justification linking your evidence to the relevant Standards. Seek feedback.

NOTE: You will draw on your Inquiry into Practice, as well as other evidence from your three-year programme, for your “Capstone Presentation”.

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 section of the assessment report by considering previous open, timely and constructive written and oral communication you have had with the ST in regard to his/her 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 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 Practicum 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
● complete 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 his/her progress

Following the professional conversation:
● record the student teacher’s provisional assessment, citing relevant evidence provided and discussed during the professional conversation, to support comments noted
● confirm the assessment on the EDPRAC 304 Practicum Report once the practicum has been completed 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 release at the end of the semester.
**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>
</tr>
</thead>
</table>
| How do you use communication to build and sustain effective professional relationships? | 1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon  
1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon | KTT13 - Knows and accurately pronounces all ākonga names and takes initiative to become informed about ākonga home/whanau/cultural contexts  
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  

KTT8 - Confidently initiates and responds to conversations with ākonga, whanau and colleagues to develop positive relationships  
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 whenua/tanga 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.*
**LEARNING OUTCOME 2**

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

<table>
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<tr>
<th>Key Questions (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
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<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>
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<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>
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<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>
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<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>
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<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>
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<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>
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<td>2.7 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</td>
<td>KTT9 – Consistently gives clear, precise instructions appropriate to ākonga age/capabilities</td>
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<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>
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<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>
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<tr>
<td>TCANZ Standards: aspects of 1, 2, 4, and 5</td>
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**NOTE:** planning must be presented in advance of teaching

In addition, student teachers who demonstrate effective pedagogical practice...
- consciously plan and use pedagogy to engage Māori learners and cater for their needs
- justify personal practice according to evidence of learners’ learning, research re teaching approaches, theories of learning and a developing philosophy
- critically reflect on teaching practice and developing pedagogy
- enhance learners' social and cultural competence by designing and monitoring activities that promote engagement, positive behaviour and a sense of belonging and self-worth
- utilise the New Zealand Curriculum (MoE, 2007), school and policy documents effectively in planning and practice
- 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.
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.

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<tr>
<th>Key question (for STs)</th>
<th>Assessment Criteria</th>
<th>KTTs and Practice Indicators</th>
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<tbody>
<tr>
<td>In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</td>
<td>3.1 professionalism and professional agency are appropriately exercised and critically reflected upon</td>
<td>KTT7 - Critically reflects on the impact of own teaching actions on ākonga, considers feedback, adjusts practice where required and justifies changes made</td>
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<td>3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and evaluated</td>
<td>KTT12 - Authentically and proactively incorporates te reo me ngā tikanga Māori in the daily learning programme</td>
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<td>3.3 'next steps' for practicum- related professional learning are identified through own and others’ evidence and critically reflected on to refine practice</td>
<td>Student teachers who demonstrate appropriate professional responsibilities also:</td>
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<tr>
<td></td>
<td>3.4 opportunities for professional growth are initiated, actioned and critically reflected upon</td>
<td>- demonstrate their professional responsibility as a junior colleague including using initiative, being consistently punctual and well-prepared</td>
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<tr>
<td><strong>TCANZ Standards:</strong> aspects of 1, 2, 4, and 5</td>
<td></td>
<td>- maintain professional documentation as a teacher and professionally document their own learning</td>
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<td>- consistently inquire into their own practice; proactively engage in professional learning, and take action on feedback/feed forward</td>
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<td>- demonstrate understanding of how professional standards and dispositions, as required by the TCANZ, apply to them</td>
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<td>- develop and address 'next steps' in their own learning (with support from their associate teacher)</td>
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<td>- are able to articulate a teaching philosophy that reflects high expectations for all students and their commitment to Māori learners succeeding as Māori</td>
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<td>- identify and critically reflect on professional decisions, actively negotiate to resolve dilemmas, seek alternative possibilities and reflect upon decisions made</td>
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**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 the relationship between the classroom, school and community when making decisions about teaching, learning and assessment  
- 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**: aspects of 3, 6, and 7 | | |
EDPRAC 304 Part B: Phase 1
Practicum requirements for student teachers

Assigned requirements have been kept to a minimum for this three-week period but are designed to help you deepen your knowledge of yourself as a teacher and extend your skills and competencies in order to undertake full responsibility for the class programme for 15 – 20 consecutive days during EDPRAC 304 Part B: Phase 2. They also assist you to deepen your understanding of how your school operates and affects teachers’ daily work.

EDPRAC 304 Part B: Phase 1 - General practicum requirements

Maintaining documentation

You are expected to maintain a high standard of documentation as would be expected of a professional. We encourage you to personalise your digital practicum file and any hard copy documentation. You need to organise your digital file in a way that is meaningful for you but includes the following information in clearly labelled sections:

- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes
- School and classroom setting – notes you have made in relation to completing EDPRAC 304 Part A - Required tasks re Themes 1-4 (*Refer EDPRAC 304 Part A Practicum Brief)
- Specific practicum tasks re Observation, Assessing, Planning, Teaching, Evaluating and Reflecting
- Associate teacher’s observations/feedback, notes from discussions with associate teacher
- Associate teacher’s assessment information and planning e.g. copies of term overviews/unit plans
- Inquiry into Practice planning – see details on pp.16-17

Discussions with principal and professional colleagues

It is anticipated that, during each practicum, the principal (or their representative) is able to meet with student teachers to discuss the broader dimensions of school life that impact on the teaching role. **NOTE: This discussion can take place during Phase 1 or 2 of EDPRAC 304 Part B.**

Once you have prepared your questions, forward these to the principal in advance of your meeting. Record a brief summary of responses you receive related to such aspects as:

- the teacher’s role/responsibilities within the school community
- ways the school makes connections with its community to support children’s learning
- school policies/procedures relating to assessment (recording and reporting)
- social, cultural, ethical and political factors that impact on decision-making and curriculum implementation
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- ways the school is inclusive and responsive to diverse learners and their families/whanau (e.g. policy/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
As stated in *The New Zealand Curriculum* (MoE, 2007, p. 34), “While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning”. The evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students.

The cyclical process of “teaching as inquiry” (Aitken & Sinnema, 2008), discussed during 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.

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**Observing**

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

**Summary:**

During EDPRAC 304, you will complete and document specific observations that focus 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
- eliciting, interpreting, and acting upon assessment information for planning, teaching and learning

**Observation Focus 1: Developing familiarity with the classroom learning environment**

During EDPRAC 304 Part A, as a result of your own observations and discussions, you became conversant with and have documented the following information: the composition of the class (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. submitting completed work); how the classroom culture is established and maintained to foster the safety and wellbeing of the children.

**During EDPRAC 304 Part B, Phase 1:**

**Seek your associate teacher’s responses to the following questions:**

- How do they seek to address the needs of diverse learners within this classroom?
- Which are the most important classroom routines to establish and maintain?
- What beliefs about learning and learners inform their teaching practice?

**Consider your own emerging beliefs about how learners’ learn best** (*refer Part A Required Task 3c)*

- Identify aspects that align with or differ from the beliefs expressed by your associate teacher
- Discuss with your associate teacher the teaching actions you propose to take in order to support your emerging beliefs
Observation Focus 2: The teaching process in specific curriculum areas
(i.e. assessing, planning, teaching, evaluating, reflecting)

During EDPRA 304 Part A, as a result of your own observations and discussions, you are now likely to be conversant with and have documented how your associate teacher teaches in key curriculum areas. If not, you need to complete 3-4 focused observations of your associate teacher in two self-selected curriculum areas using the Focused Observation template or a format of your own choosing.

Before each observation:
- Briefly discuss the assessment information and planning process/steps used by your associate teacher in preparation for teaching the lesson
- Identify a focus question for your observation of your associate teacher and discuss the intended learning and 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 any conclusions and considerations you have drawn for your future practice

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

During EDPRA 304 Part A, you observed and documented important assessment information about four individual learners (Required Task 2a).

In discussion with your associate teacher, arrange to complete two further observations of your associate teacher teaching another four learners. Use the 'notice, recognise and respond' template to document your observations.

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 as they interact with your AT and with other learners during the session:
- Briefly describe what you noticed about each child’s learning in relation to the learning intentions
- Record key points that indicate achievement (i.e. evidence noted)
- Identify what you recognise as being significant for each child and their learning
- Identify how you will respond to the children in your planning and teaching; record key points for your future actions and direction as well as possible feedback you might give each child

Following each observation:
- Discuss your findings with your associate teacher;
- In collaboration with your associate teacher, identify ‘next steps’ for the children’s learning, and for your own teaching/learning.
Assessing, Planning, Teaching, Evaluating


Summary: In negotiation with your associate teacher, during EDPRAC 304 Part B: Phase 1, you will be involved in building towards taking increasing responsibility for blocks of the school day so that near the end of the three-week period, you are able to take responsibility for the class for 2-3 full days.

Assessing/planning/teaching/evaluating Focus 1 - Blocks of the day/ full days

As part of working towards taking responsibility for blocks of the day and, eventually, 2-3 full days, you will be involved in assessing learners, planning for and teaching learners in small groups, larger groups and/or the whole class, and evaluating children’s learning and your own teaching in an ongoing manner. Planning will be annotated.

You need to:
● Provide documented evidence of assessment information you have gathered to inform your planning and teaching prior to taking responsibility for blocks of time and for the 2-3 full days.
● Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.
● Use a planning format that includes clearly defined lesson components and is suitable for documenting lesson sequences.
● Assess, plan, teach, and evaluate in as many areas of the curriculum as possible including, where possible, maths and reading.
● Work towards taking full responsibility for planning, teaching and managing the class learning programme for 2-3 full consecutive days.
● Include multiple group management within your 2-3 days of full responsibility, wherever possible.

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 this three-week phase of the practicum
● Show appropriate links between your short-term planning and long-term planning

Key Teaching Tasks self-assessment

TCANZ require graduates from ITE programmes to demonstrate that they can be entrusted to be capable of carrying out Key Teaching Tasks as a beginning teacher on day one on the job (refer pp.19-20).

During the final week of EDPRAC 304 Part B: Phase 1...

Self-assess your progress towards achieving independence (proficiency) in each of the Key Teaching Tasks.
● First, download a copy of the KTTs (see pp. 20-21) and highlight the level you believe you have achieved for each KTT.
● Then, in consultation with your AT, prioritise 2-3 specific aspects of your practice that you need to focus on developing/refining during EDPRAC 304 Part B: Phase 2.
● Identify these priorities on your KTT sheet.

NB: Store this documentation in your digital file to share with your PS at the start of Part B: Phase 2.
Inquiry into Practice planning

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 (Aitken & Sinnema, 2008; Cochrane-Smith, 2011; Cochrane-Smith & Lyttle, 2009).

At the end of EDPRAC 304 Part A...
- You identified two areas of your teaching practice that you were particularly curious about or had a strong interest in improving. These areas of interest were framed as “puzzles of practice” in your Part A Tasks.
  During the on-campus day, we asked you to re-look at these “puzzles of practice” and start to re-frame them as hunches that would support the development of your practice and also impact positively on student outcomes.
- You have now drafted an outline for an inquiry into your own practice based on one of these identified “hunches” utilising the Spiral of Inquiry model (Timperley, Kaser, & Halbert, 2014) – refer diagram.

During EDPRAC 304 Part B: Phase 1, you will confirm the following phases of your Spiral of Inquiry plan with your AT...

Scanning
- Continue to gather data/evidence about learners to inform your Inquiry into Practice plan.
- Check your understandings about your learners’ strengths and needs... What factors impact teaching and learning in this school/class context? What has changed since EDPRAC 304 Part A?

Focusing
- Where will you concentrate your energy to change the experiences and outcomes of students? How can you have the biggest impact?
- Break down larger issues into a more workable focus
- Define and confirm the focus for your Inquiry into Practice plan in consultation with your AT

Developing a hunch
- Discuss with your AT your beliefs and assumptions made about your initial puzzle of practice.
- What do you predict might be the possible impact for your learners from the changes to your practice?
- Alongside your AT confirm your hunch and ensure that it details the development of your own practice, along with a predicted positive impact on your learners.

Professional Learning
- Begin to address aspects of your own professional learning required for your Inquiry into Practice plan - please see below * for a recommended professional learning task you might undertake to support you with your inquiry into practice.
- Look for new ideas beyond your current practices. How can you draw on research evidence and learning theory, as well as your AT’s/colleague’ experience and advice?
- Use opportunities to reflect on your own practice and take on board feedback and feed forward related to your inquiry focus
- You may revisit and refine your hunch as your knowledge grows and you construct new hunches and theories to test.
**Taking Action - Cycle 1**
- Discuss your Inquiry into Practice plan with your associate teacher and seek their feedback. Adjust your plan accordingly before implementing Cycle 1 during Weeks 2 – 3. You need to carry out and evaluate your first Action Cycle prior to completing your second Action Cycle during EDPRAC 304 Part B: Phase 2.
- Use your planner to document details of your actions and outcomes at each stage of your inquiry.
- Analyse/evaluate the evidence you collect, including your progress notes, IRIS Connect videos, and evidence of children’s learning, and identify future teaching implications.
- You will use this evidence and analysis as the basis for your EDPROFST 307B Inquiry into Practice report.

*Recommended professional learning task…*
- The purpose of this task is to give you the opportunity to listen to yourself and analyse the effectiveness of your oral communication as a tool for teaching and learning focused around your inquiry into practice. Complete this activity in Week 2 or 3 of the three-week placement so that your self-evaluation is used to inform your on-going professional learning and Cycle 2 of your Inquiry.

**Task steps and procedures:**
- Select a specific aspect of your classroom teaching practice (linked to your inquiry) where communication is critical, e.g. giving instructions or explanations, questioning, providing oral feedback, expression during reading aloud, conversations with children that support relationship building. This will help you to decide when to undertake the audio or IRIS video recording.
- Record your teaching practice with a group or the whole class for approximately 15 minutes.
- Watch/listen to the recording and make notes on the effectiveness of your communication.
- Discuss your findings with your associate teacher.
- Identify and record implications for your future professional development needs and children’s learning in relation to your Inquiry into Practice and Cycle 2 of your plan.

**Links to EDPROFST 307B…**
Your next EDPROFST 307B assignment requires you to plan in detail to carry out and report on further cycle/cycles of the Taking Action phase of your inquiry into your own practice during EDPRAC 304 Part B: Phase 2.

How you go about continuing the execution of your inquiry into practice plan, and how you monitor (check) and evaluate your progress during your inquiry will be assessed in EDPROFST 307B and will be the focus of your capstone presentation at the end of EDPROFST 307B.

Your report on your cycles of inquiry and your subsequent capstone presentation about your inquiry into your own practice are designed to assess whether you can effectively integrate theory and practice and synthesise your learning across the Standards for the Teaching Profession (Education Council, 2017). This is a TCANZ requirement for all student teachers completing their initial teacher education programme.
Reflecting on personal practice

*Refer Teaching as Inquiry and Reflective Practice (Practicum Handbook, p.15)*

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

### Reflective discussions

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.

**Retain notes from reflective discussions** in your practicum file.

### Professional reflections

During this phase of the practicum, record at least **one professional reflection** focusing on your own practice using the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):

- **DESCRIBE** - What happened? What did I do?
  - succinctly describe what occurred
- **CONSIDER PERSPECTIVES** - Why did I act/respond in this way? How did this make me feel?
  - How were others affected? How do students perceive my actions? How might the 'unreflective me' perceive my actions?
  - carefully consider your own and others' perspectives
- **UNDERSTAND** - What do I now understand about myself as a teacher? What has informed my understanding? How might my actions be viewed by those who theorise and write about teaching and learning?
  - make links to literature, theory, and discussions with your associate teacher and other colleagues
- **ACT** - What actions could I have taken? Why? What action will I take in future?
  - consider different possible actions, then briefly outline your selected action plan

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

**NB:** Discuss your reflection with your associate teacher.

### Reflective summary

At the conclusion of EDPRAC 304 Part B: Phase 1, complete a Reflective Summary considering your professional learning and development during your two-week placement.

**Use this online form** 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? (refer LOs 1, 2, 3);  
- What specific contextual factors impacting teaching and learning have I encountered during practicum and how effective was my response to these? (refer LO 4);  
- What are key areas for my development as an inquiring teacher in Aotearoa/NZ during EDPRAC 304 Part B: Phase 2? (refer LO 3).

**NB:** You will share your reflective summary with your PS at the start of Part B: Phase 2.
### Before EDPRAC 304B: Phase 1, I have....

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Completed/Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed 15 days of EDPRAC 304 Part A (in addition to TOD/s &amp; Waitangi Day)</td>
<td></td>
</tr>
<tr>
<td>Uploaded EDPRAC 304 Part A requirements to my digital practicum file</td>
<td></td>
</tr>
<tr>
<td>Submitted my EDPRAC 304 Part A “Completion Form” to the Practicum Office</td>
<td></td>
</tr>
<tr>
<td>Had my file checked by a peer and received peer feedback</td>
<td></td>
</tr>
<tr>
<td>Read this Practicum Brief and familiarised myself with:</td>
<td></td>
</tr>
<tr>
<td>- the LOs for EDPRAC 304 Part B</td>
<td></td>
</tr>
<tr>
<td>- the requirements for EDPRAC 304 Part B: Phase 1</td>
<td></td>
</tr>
</tbody>
</table>

### During EDPRAC 304 Part B: Phase 1, I have...

<table>
<thead>
<tr>
<th>Observation Focus 1: Developing familiarity with classroom learning environment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• documented information relating to discussion with my associate teacher:</td>
<td></td>
</tr>
<tr>
<td>○ diverse learners; routines; his/her philosophy</td>
<td></td>
</tr>
<tr>
<td>○ proposed teaching actions needed to support my beliefs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Focus 2: The teaching process in specific curriculum areas</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• documented, and discussed 3-4 observations of my AT's teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation Focus 3: Noticing, recognising and responding to children’s learning</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• collected/analysed assessment information for four further learners</td>
<td></td>
</tr>
<tr>
<td>• discussed assessment analyses with my associate teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessing, planning, teaching, evaluating Focus 1</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• planned, taught, and evaluated lessons during blocks of the school day</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>• planned, taught, and evaluated lessons during 2-3 full days of responsibility</td>
<td>____ blocks ____ days</td>
</tr>
<tr>
<td>• documented my own short-term/weekly planning (x2)</td>
<td>Week 1 Week 2 Week 3</td>
</tr>
</tbody>
</table>

**Key Teaching Tasks self-assessment**

- self-assessed my progress toward achieving proficiency in each of the KTTs, discussed this with my AT, and identified areas of focus for Part B: Phase 2

**Inquiry into Practice planning**

- discussed and refined my inquiry into practice plan in consultation with my AT; and begun to address aspects of my own learning required by my inquiry plan.
- planned, implemented, and evaluated Cycle 1 of your Inquiry into Practice.
- recorded and analysed a selected aspect of my classroom communication linked to my inquiry

**Reflecting on personal practice**

- reflected on my personal practice using the professional reflection framework (x 1) | 1

**Discussions**

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

**Practicum documentation**

- consistently collected and stored all completed practicum tasks and requirements, relevant school/classroom information, resources that I have generated, in my digital practicum file and/or my hard copy folder

### At the end of EDPRAC 304 Part B: Phase 1, I have...

- completed and submitted my Reflective Summary using [the online form](#).

Download a copy of this template
<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 ākanga 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></td>
<td>Key Teaching Tasks</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</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>
</tr>
<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 nga tikanga Māori in the daily learning programme</td>
<td>With support, incorporates te reo me nga tikanga Māori in the daily learning programme</td>
<td>Authentically incorporates te reo me nga 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.
### Teaching Council Aotearoa NZ: STANDARDS FOR THE TEACHING PROFESSION

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>ELABORATION OF THE STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional learning</strong>&lt;br&gt;Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</td>
<td>- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.&lt;br&gt;- 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.&lt;br&gt;- Engage in professional learning and adaptively apply this learning in practice.&lt;br&gt;- 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.&lt;br&gt;- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</td>
</tr>
<tr>
<td><strong>Professional relationships</strong>&lt;br&gt;Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</td>
<td>Engage in reciprocal, collaborative learning-focused relationships with:&lt;br&gt;- learners, families and whānau&lt;br&gt;- teaching colleagues, support staff and other professionals&lt;br&gt;- agencies, groups and individuals in the community.&lt;br&gt;- Communicate effectively with others.&lt;br&gt;- Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.&lt;br&gt;- Communicate clear and accurate assessment for learning and achievement information.</td>
</tr>
<tr>
<td><strong>Learning-focused culture</strong>&lt;br&gt;Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</td>
<td>- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.&lt;br&gt;- Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.&lt;br&gt;- Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.&lt;br&gt;- Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.&lt;br&gt;- Create an environment where learners can be confident in their identities, languages, cultures and abilities.&lt;br&gt;- Develop an environment where the diversity and uniqueness of all learners are accepted and valued.&lt;br&gt;- Meet relevant regulatory, statutory and professional requirements.</td>
</tr>
<tr>
<td><strong>Design for learning</strong>&lt;br&gt;Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</td>
<td>- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.&lt;br&gt;- 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.&lt;br&gt;- Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.&lt;br&gt;- Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.&lt;br&gt;- Design learning that is informed by national policies and priorities.</td>
</tr>
<tr>
<td><strong>Teaching</strong>&lt;br&gt;Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</td>
<td>- Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.&lt;br&gt;- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.&lt;br&gt;- 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.&lt;br&gt;- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.&lt;br&gt;- Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.&lt;br&gt;- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</td>
</tr>
</tbody>
</table>

Download a copy of *The Standards for the Teaching Profession*
References


