



PRACTICUM HANDBOOK 2024
PROFESSIONAL PRACTICE – PRIMARY ENDORSEMENT
Practicums 1A/1B & 2



MASSEY
UNIVERSITY
TE KUNENGA KI PŪREHUROA

UNIVERSITY OF NEW ZEALAND

GLOSSARY

This glossary has been provided to encourage the normalization of te reo Māori and to support language acquisition. As part of our commitment to Te Tiriti o Waitangi and te ao Māori across the programme, key roles and concepts are expressed in both te reo Māori and English. We use these terms interchangeably and encourage you to become familiar with and start using the te reo Māori terms.

Te Reo Māori term/phrase	English equivalent	Elaboration
Ākonga	Learner	The word ākonga is derived from the verb <i>ako</i> which means both to teach and to learn, reminding us that all learners come with their own knowledge, world views and understandings.
Kaiako Hāpai	Associate Teacher	Support and uplift our kaiako pitomata on practicum. Kaiako hāpai have a contextual knowledge of practice that is essential to ensure our kaiako pitomata become fully fledged kaiako.
Kaiako Pitomata	Student Teacher	A metaphorical view of the kaiako pitomata is that of a (kūmara) plant - when it is fully formed, part of it can be re-planted to grow new plants. Plants can be regenerated while still retaining who they are at the core of their growth.
Kaihāpai	Learning Community Leader/Mentor	Uplift and provide another layer of support and mentoring for the kaiako pitomata.
Kaihāpai-a-Kura	Student Teacher Co-ordinator (STC) - <i>Secondary</i> Lead Teacher - <i>Primary</i>	The kaihāpai-a-kura plays an invaluable role in all secondary schools and some larger primary schools. They are the point of contact for MU, particularly the tūhono kura and support the kaiako pitomata while in school.
Kura Hāpai	Practicum School / Centre	
Ki rō kura	Practicum	Literally means 'in school'
Pouako	Lecturer	As with pou ārahi (below) a pou is a mentor and a source of strength and groundedness. Pouako are a centering point, sharing, linking and extending notions of mātauranga (knowledge) and āhuatanga ako (pedagogy) with the kaiako pitomata.
Pou Ārahi	Appraiser	To be able to guide (ārahi) you need to have the knowledge and experience of the landscape, terrain and weather patterns. The pou ārahi is able to read the terrain and provide appropriate advice and guidance.
Tūhono Kura	Clinical Educator	Clinical Educators are the interface between the school and Massey University. They should be the first port of call with questions or concerns regarding the kaiako pitomata.
Tūāpapa	The conceptual framework of the programme.	Refer to page 5
Te Kunenga ki Pūrehuroa	Massey University	Literally means from inception to infinity. The pursuit of learning is an endless journey.
Te Kura o te Mātauranga	Massey University Institute of Education	

CONTENTS

Glossary	i
Overview of This Handbook	1
Hē Mihi	2
<i>Greetings From Te Kura O Te Mātauranga</i>	2
<i>Greetings from Course Leaders</i>	3
Ngā pou: Teaching staff	4
<i>Primary Endorsement</i>	4
Section 1: Overview	
<i>Tūāpapa: Conceptual Framework</i>	5
<i>Ngā Paearu: Aims of the Course</i>	6
<i>Overview of Practica</i>	6
<i>Wātaka Course Schedule</i>	7
<i>Attendance Requirements</i>	7
<i>Programme Calendar 2023</i>	8
<i>Ngā Pūtanga Ako: Learning outcomes</i>	9
<i>Ngā Aromatawai: Assessment</i>	9
<i>Assessment Decision-Making</i>	10
<i>Professional Practice Tasks</i>	10
<i>Key Teaching Tasks</i>	10
<i>Table of Key Teaching Tasks</i>	11
Section 2: Roles and Responsibilities	12
<i>Te Kura o Te Mātauranga Support</i>	12
<i>School/Centre Support</i>	13
<i>Kaiako Hāpai (Associate Teacher) Guidelines</i>	14
<i>Pou Ārahi (Appraiser) Guidelines</i>	16
<i>Kaiako Pitomata Guidelines</i>	18
<i>Professionalism in Practice</i>	18
Expectations For Practicum	21
<i>Professional Practice Tasks</i>	21
Practicum 1A	22
<i>Summary of Practicum 1A Tasks</i>	23



Practicum 1B	29
<i>Summary of Practicum 1B Tasks</i>	<i>30</i>
Practicum 2	34
<i>Summary of Practicum 2 Tasks</i>	<i>35</i>
Focused Placement.....	40
Professional Practice Assignment 2.....	41
Practicum Assessment and Progress	42
<i>Practicum Assessment Guidelines.....</i>	<i>43</i>
<i>Practicum Progress Report.....</i>	<i>43</i>



OVERVIEW OF THIS HANDBOOK

This handbook is provided to all student teachers (kaiako pitomata), associate teachers (kaiako hāpai) and practicum appraisers (pou ārahi). It describes the roles and expectations of the participants in the practicum, as well as outlining key tasks and requirements. The following description provides a guide to the content of this Handbook.

SECTION 1 – Overview of the Professional Experience

This section provides an overview of the programme and Professional Practice course, introduces key personnel as well as outlining the overall structure and key dates for practicum.

SECTION 2 – Roles and Responsibilities

This section describes the role and responsibilities for those involved in the professional experience, including student teachers, associate teachers, and University Staff.

SECTION 3 – Practicum Tasks and Expectations

This section outlines the tasks and assessment requirements for the practicum.

SECTION 4: Key Resources

This section includes a range of appendices for the key documents and resources associated with the practicum experience, specific to each endorsement.

HĒ MIHI

GREETINGS FROM TE KURA O TE MĀTAURANGA

Nau mai, whakatau mai ra! Welcome to Professional Practice, the practicum component of our new Graduate Diploma of Learning and Teaching, which offers separate endorsements in Early Childhood Education, Primary and Secondary teaching.

The Professional Practice course would not be possible without the support of schools, centres and other education settings. Our team is extremely grateful for the ongoing support our partner schools and centres provide. Te Kura o te Mātauranga is particularly grateful for the generosity of kaiako hāpai, who make time in your busy schedules to support and mentor our student teachers.

Ngā mihi mahana ki a koutou katoa,



Professor Alison Kearney

Head of Institute

Te Kura o te Mātauranga - Institute of Education, Massey University

GREETINGS FROM COURSE LEADERS

Ngā mihi maioha ki a koutou katoa i runga i ngā tini āhuatanga o te wā.

The Professional Practice team extends a warm welcome to our teaching colleagues in schools, centres and other education settings across the country. Without your experience and commitment to the next generation of educators, practicum would not be possible. Your role is appreciated and pivotal to our programme. Our role is to ensure that placement runs smoothly; we are always available should you have questions or concerns.

Mā te huruhuru, ka rere te manu: With feathers a bird will fly.

We also greet and acknowledge our student teachers (kaiako pitomata). An effective kaiako has sound content knowledge, which contributes to the enriched learning environment all learners both need and deserve. A kaiako also requires a strong theoretical foundation for the skills and strategies needed to ensure that optimum learning happens for all ākonga. Practicum is the setting where these elements of teaching come together, providing you with experiences in the practical application of the teaching and learning processes that occur within and across educational settings.

Practicum is intended to build on your prior learning, knowledge, experiences and strengths and assist you to explore, experiment with and apply philosophy, pedagogy and practices of teaching and learning across a range of settings. Throughout the practicum experience, you will be supported and guided in your school or centre by your kaiako hāpai – associate teacher (and kāihāpai-a-kura - student teacher co-ordinator - in secondary schools). At Massey, you will be supported by the Professional Practice team, pouako in your other courses, and kaiako hāpai. Your kaiako hāpai will have a pivotal role as your mentor throughout this journey.

It is up to you to capitalise on the opportunities provided and to initiate professional interaction when you have a need. All the best on your journey to become a reflective and effective teacher.

Ko te pae tawhiti, whāia kia tata; ko te pae tata, whakamaua kia tina:

Pursue the distant horizons so they become closer and secure those that are close.

Ngā mihi mahana

The Professional Practice Team

NGĀ POU: TEACHING STAFF

PRIMARY ENDORSEMENT

Jasmine Hansen - contact Jasmine for all student-related queries and concerns		
TITLE:	Course Coordinator Primary Endorsement	
CONTACT DETAILS:	Email: J.Hansen1@massey.ac.nz Phone: 06 356 9099 extn 84472 Mobile: 021 536057	

KAIMAHI MATUA: KEY STAFF

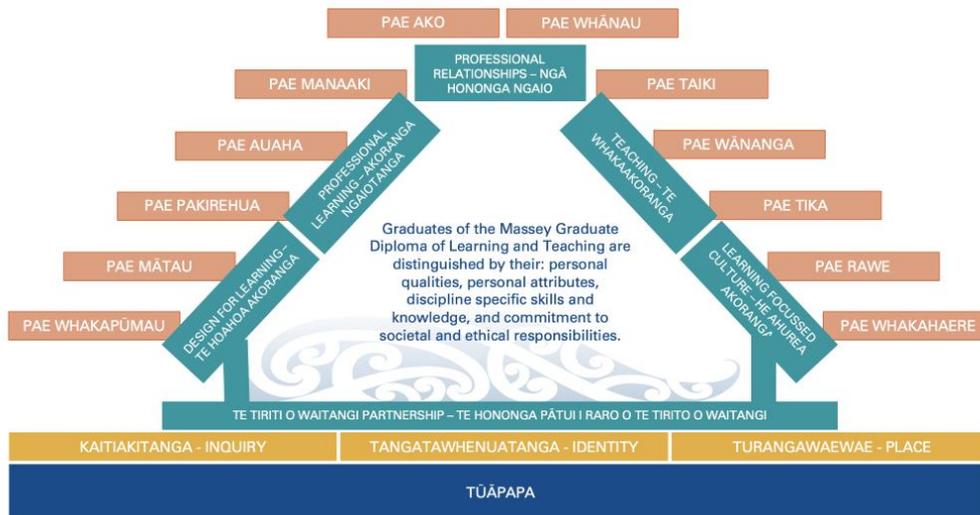
Janene Davidson – contact Janene for administration queries		
TITLE:	Senior Administrator – Primary Practicum and Selection	
CONTACT DETAILS:	Email: PrimaryPlacements@massey.ac.nz Phone DDI: 06 9516073 or Phone: 0800 627 739 ext 83073	

Melissa Chanyi – contact Melissa for any practicum payment queries		
TITLE:	Administration Team Lead	
CONTACT DETAILS:	Email: ioe.payments@massey.ac.nz Phone: 06 9517310	

Tūāpapa: Conceptual Framework

The conceptual framework for the programme is grounded on a tūāpapa that forms the foundation on which the entire programme has been built. The tūāpapa is our moral, ethical and relational grounding. Its purpose is to provide ongoing, robust guidance in the development and implementation of all aspects of the programme.

He waka eke noa, he whānau aroha noa, he kaupapa puta noa



At the heart of this programme is the right for all to flourish. Te Tiriti o Waitangi is the waka that carries us on our learning and teaching journey. This programme reflects the dynamic, complex, and responsive nature of learning and teaching and fosters connectedness, courage, curiosity, and creativity. Graduates will have an emergent sense of identity and efficacy to respond with care and aroha in all their interactions.

Rising from the tūāpapa is the paepae which embodies three core principles that are woven throughout the programme: Kaitiakitanga, Inquiry; Tangatawhenuatanga, Identity; Turangawaewae, Place. The paepae connects the Standards for the Teaching Profession to the tūāpapa, through the metaphor of a centrally situated whareniui. The whareniui rests within the shelter of Paerangi, the Massey University Teaching and Learning Strategy. It creates the meeting place where students learn and grow through partnership; a place where ideas, learning and authentic experiences are woven together, enabling Massey Graduates to confidently embody the Graduate Profile, The Code of Professional Responsibility, and the Standards for the Teaching Profession.

NGĀ PAEARU: AIMS OF THE COURSE

This course provides an introduction to professional practice in Primary school settings in Aotearoa New Zealand, through observation, teaching, critical self-reflection and evaluation of practice.

OVERVIEW OF PRACTICA

The Teaching Council requires all Initial Teacher Education (ITE) students to complete **16 weeks (80 days)** of professional experience placements. The 16 weeks of practicum on this course will be completed as follows:

15 weeks of practicum placements at schools

- Practicum 1A – 4 weeks (20 days)
- Practicum 1B – 4 weeks (20 days) (return to 1A school)
- Practicum 2 – 7 weeks (35 days)

***Additional 5 days (minimum of 25 hours) of focused placement**

In addition to the 15 weeks in schools/centres, there will be a mandatory focused placement week (5 days/25 hours) that offer the kaiako pitomata further opportunities to gain experience in a voluntary support role in a range of settings. This may include community-based placements (such as with services that support learners with additional needs) and cross-sector placements that align with kaiako pitomata interests. This placement is to be negotiated and approved in consultation with kaihāpai and Tūhono Kura (clinical educators).

WĀTAKA COURSE SCHEDULE

Full-time students

Placement	Length	
Practicum 1A	4 weeks/20 days	29 April – 24 May
Practicum 1B	4 weeks/20 days	10 June – 5 July
Practicum 2	7 weeks/35 days	2 September – 27 September AND 14 October – 1 November

Plus: 5 days/25 hours of focused placement to be undertaken in your own time (further details will be provided)

Year One Part-time Students

Placement	Length	Primary
Practicum 1A	4 weeks/20 days	29 April – 24 May
Practicum 1B	4 weeks/20 days	2 September – 27 September

Year Two Part-time Students (2024)

Placement	Length	Primary
Practicum 2	7 weeks/35 days	2 September – 27 September AND 14 October – 1 November

Plus: 5 days/25 hours of focused placement to be undertaken in your own time (further details will be provided)

LAT Model

Placement	Length	Primary
Practicum 1 A or 2A	4 weeks/20 days	29 April – 24 May
Practicum 2A or 2B	4 weeks/20 days	2 September – 27 September

ATTENDANCE REQUIREMENTS

Te Kura o te Mātauranga attendance expectations align with Teaching Council requirements and must be met by all Initial Teacher Education (ITE) students to gain provision registration. Attendance for the whole day is expected – please refer to the Kaiako Pitomata section for further details. In alignment with Teaching Councils requirements - **Practicum cannot be completed with less than 80 days attendance.** If attendance is insufficient, additional make-up days may be required. This will be determined by the Clinical Educator/ Course Coordinator. Each case will be decided on an individual basis, after considering the nature of the absence, and the achievement of practicum requirements and assessment criteria.

PROGRAMME CALENDAR 2024

Weeks	Public Holidays	University Calendars		Schools	Graduate Diploma of Learning and Teaching Programme Calendar 2024 FINAL			
		IoE ITE Teaching Weeks	University Academic Year		Terms	PRIMARY Fulltime	PRIMARY Year 1 Part time	PRIMARY Year 2 Part time
01 Jan - 05 Jan			03 University opens					
8 Jan - 12 Jan								
15 Jan - 19 Jan								
22 Jan - 26 Jan	22 Wellington Anniv	1			Programme Starts on January 22 with Online Programme Launch ALL students in ALL endorsements			
29 Jan - 02 Feb	29 Auckland Anniv 29 Nelson Anniv	2		Term 1 starts	L&T 1	L&T 1	L&T 2	L&T 2
05 Feb - 09 Feb	06 Waitangi Day	3			L&T 1	L&T 1	L&T 2	L&T 2
12 Feb - 16 Feb		4	Summer School ends		Wānanga On-campus	Wānanga On-campus	Self-directed learning	Wānanga On-campus OR self-directed learning
19 Feb - 23 Feb		5			C&P A and/or B	C&P A	C&P B	C&P A and/or B
26 Feb - 01 Mar		6	Semester 1 begins		C&P A and/or B	C&P A	C&P B	C&P A and/or B
04 Mar - 08 Mar		7			C&P A and/or B	C&P A	C&P B	C&P A and/or B
11 Mar - 15 Mar	11 Taranaki Anniv	8			C&P A and/or B	C&P A	C&P B	C&P A and/or B
19 Mar - 22 Mar		9			C&P A and/or B	C&P A	C&P B	C&P A and/or B
25 Mar - 29 Mar	25 Otago Anniv 29 Good Friday	10			C&P A and/or B	C&P A	C&P B	C&P A and/or B
01 Apr - 05 Apr	01 Easter Monday 02 Southland Anniv	11	Mid Sem Break		C&P A and/or B	C&P A	C&P B	C&P A and/or B
08 Apr - 12 Apr		Mid-Sem Break	Mid Sem Break	Term 1 ends	L&T 1	L&T 1	L&T 2	L&T 2
15 Apr - 19 Apr		Mid-Sem Break	Semester 1 resumes	School Holidays	Study Week			
22 Apr - 26 Apr	25 ANZAC Day	12		School Holidays	Mid Semester Break			
29 Apr - 03 May		13	PN Graduation	Term 2 begins	Practicum 1A	Practicum 1A	Self-directed learning	Practicum 1A or 2
06 May - 10 May		14					Self-directed learning	
13 May - 17 May		15					Self-directed learning	
20 May - 24 May		16	AKL Graduation				Self-directed learning	
27 May - 31 May		17			C&P A and/or B	C&P A	C&P B	C&P B
03 Jun - 07 Jun	03 King's B'day	18	Study Break		C&P A and/or B	C&P A	C&P B	C&P B
10 Jun - 14 Jun		19	Exams		Practicum 1B	Self-directed learning	Self-directed learning	Self-directed learning
17 Jun - 21 Jun		20	Exams End of Semester 1			Self-directed learning	Self-directed learning	Self-directed learning
24 Jun - 28 Jun	28 Matariki	21	Mid year break			Self-directed learning	Self-directed learning	Self-directed learning
01 Jul - 05 Jul		Mid-Year Break	Mid year break	Term 2 ends		Self-directed learning	Self-directed learning	Self-directed learning
08 Jul - 12 Jul		Mid-Year Break	Mid year break	School Holidays	Mid Year Break			
15 Jul - 19 Jul		1	Semester 2 begins	School Holidays	Mid Year Break			
22 Jul - 26 Jul		2		Term 3 begins	Wānanga	Self-directed learning	Wānanga	Wānanga Online OR self-directed learning
29 Jul - 02 Aug		3			L&T 2	L&T 1	L&T 2	L&T 2
05 Aug - 09 Aug		4			L&T 2	L&T 1	L&T 2	L&T 2
12 Aug - 16 Aug		5			C&P A and/or B	C&P A	C&P B	Self-directed learning
19 Aug - 23 Aug		6			C&P A and/or B	C&P A	C&P B	Self-directed learning
26 Aug - 30 Aug		7	Mid Sem Break		L&T 2	L&T 1	L&T 2	Self-directed learning
02 Sep - 06 Sep		8	Mid Sem Break		Practicum 2	Practicum 1B	Practicum 2	Practicum 1B or 2
09 Sep - 13 Sep		9	Sem 2 resumes					
16 Sep - 20 Sep		10						
23 Sep - 27 Sep	23 Sth Canterbury Anniv	Mid-Sem Break		Term 3 ends				
30 Sept - 04 Oct		Mid-Sem Break		School Holidays	Study Week			
07 Oct - 11 Oct		11		School Holidays	Mid Semester Break			
14 Oct - 18 Oct		12		Term 4 begins		Self-directed learning		L&T 2
21 Oct - 25 Oct	25 Hawke's Bay Anniv	13	Study Break			Self-directed learning		C&P B
28 Oct - 01 Nov	28 Labour Day	14	Exams			Self-directed learning		C&P B
04 Nov - 08 Nov	04 Marl Anniv	15	Exams		C&P A and/or B	C&P A	C&P B	C&P B
11 Nov - 15 Nov	15 Canterbury Anniv	16	End of Sem 2 & Double Sem		C&P/FIA Prep	C&P/FIA Prep	C&P/FIA Prep	C&P/FIA Prep
18 Nov - 22 Nov		17			FIA Presentation Week (Last day of Programme - Friday 22 November)			
25 Nov - 29 Nov			PN Graduation					
02 Dec - 06 Dec	02 Westland Anniv 02 Chatham Is Anniv							
09 Dec - 13 Dec				Latest finish				
16 Dec - 20 Dec				All schools 20 December				

Primary
LAT/ALTERNATE MODEL

Online orientation for ALL students in ALL endorsements
Coursework online or on campus in the courses indicated
Contact wānanga online or at Manawatu or Albany (as indicated)
Study week - no new coursework. Assignments may be due
Final presentations for fulltime and Year 2 part-time students

L&T 1: Learning and Teaching 1
L&T 2: Learning and Teaching 2
C&P A: Curriculum and Pedagogy A
C&P B: Curriculum and Pedagogy B
PP: Professional Practice

Note: Professional Practice (PP) is timetabled for an hour each week in addition to Learning and Teaching or Curriculum and Pedagogy courses

NGĀ PŪTANGA AKO: LEARNING OUTCOMES

Kaiako pitomata will be required to show the progress they are making towards meeting the three practicum learning outcomes for Professional Practice, as below. Kaiako pitomata will be expected to show progress and development in these learning outcomes for each practicum.

Kaiako pitomata will:

- 1. Demonstrate how Te Ao Māori is made present in their teaching practice.**
- 2. Develop and demonstrate practices that reflect the New Zealand Teaching Council's Code of Professional Responsibility and Standards for the Teaching Profession.**
- 3. Reflect on and provide evidence of their professional growth in relation to the New Zealand Teaching Council's Code of Professional Responsibility and Standards for the Teaching Profession.**

Progress towards meeting these learning outcomes will be tracked in two ways; Professional Practice Tasks and Key Teaching Tasks.

NGĀ AROMATAWAI: ASSESSMENT

Assessment	Due (FULL-TIME)	(PART-TIME)
Assessment 1: Portfolio Submission <i>Practicum 1A including associated task work, practicum progress report, appraisal report and documentation</i>	27 th May 2024	27 th May 2024
Assessment 2: Portfolio Submission <i>Practicum 1B, including associated task work, practicum progress report, appraisal report and documentation</i>	8 th July 2024	30 th September 2024

ASSESSMENT DECISION-MAKING

Practicum is assessed on a pass/fail basis. Decisions about the outcome of practicum will be made through consideration of:

- Kaiako pitomata documentation, reflection and self-assessment
- Kaiako hāpai (Associate Teacher) feedback and report
- Pou arāhi (Visiting Appraiser) feedback and report

PROFESSIONAL PRACTICE TASKS

Each practicum, kaiako pitomata are required to complete a series of Professional Practice Tasks (PPTs) which align with the Teaching Standards. Please refer to 'Professional Practice Tasks' in the coloured section of this handbook for endorsement-specific PPTs.

For all kaiako pitomata tasks are organised under three key headings:

- Professional learning goals
- Familiarisation with your education setting
- Design for learning

Documentation from these tasks will be included in an e-portfolio as evidence of developing capacity to meet the *Standards of the Teaching Profession*.

KEY TEACHING TASKS

During practicum, kaiako pitomata must also reflect on the progress they are making towards meeting the Key Teaching Tasks (KTTs). **Each week** they are expected to critically reflect on their practice and add evidence of their progress to their e-portfolio.

At the end of each practicum, the kaiako hāpai (Associate teacher) will fill out the Practicum Progress Report using the digital template. On the report, they will indicate the progress the kaiako pitomata is making towards independently meet the key teaching tasks (in a supported environment), as required by Teaching Council.

TABLE OF KEY TEACHING TASKS

<i>Te Tiriti o Waitangi partnership</i>	<ul style="list-style-type: none"> • Demonstrates a commitment to Te Ao Māori and finds opportunities to integrate Mātauranga Māori and Māori contexts into teaching • Is proactive in finding opportunities to integrate te reo Māori into teaching with an emphasis on developing correct pronunciation
<i>Professional learning</i>	<ul style="list-style-type: none"> • Demonstrates and applies a commitment to ongoing professional learning and growth. • Seeks and responds appropriately to feedback from others, whilst engaging in self-assessment, inquiry, and critical reflection to develop own understanding and practices • Takes professional responsibility and models ethical behaviors aligning to the Code of Professional Responsibility • Models accurate and respectful verbal, non-verbal and written communication. • Finds appropriate ways to learn about the backgrounds, identities, cultures, interests, needs, and experiences of ākonga to help inform their teaching practice
<i>Professional relationships</i>	<ul style="list-style-type: none"> • Consistently exhibits and articulates an understanding of professionalism in the education sector • Establishes and maintains relationships that enable professional collaboration with others (e.g. ākonga, whānau, colleagues and other professionals) • Engages in practices that supports their own health and well-being and that of others • Upholds the mana of others through the ways they communicate with them
<i>Learning-focused culture</i>	<ul style="list-style-type: none"> • Show they genuinely care for the well-being and learning of all ākonga • Uses practices that work to enable all ākonga to learn with and alongside their peers • Promotes a safe and inclusive learning environment where the language, identity and culture of each ākonga can flourish
<i>Design for learning</i>	<ul style="list-style-type: none"> • In designing learning finds ways to integrate as much as possible content and contexts that are relevant to the cultures, backgrounds and experiences of ākonga • Uses a range of assessment information as a basis for helping to decide on next steps for learning • Designs learning in ways that builds in sufficient flexibility to make adjustments in response to observation of ākonga engagement and success • Uses key curriculum, assessment and policy documents to guide the focus for learning (e.g. national curricula documents, Tātaiako and Tapasā)
<i>Teaching</i>	<ul style="list-style-type: none"> • Demonstrate and applies a sound understanding of a range of pedagogical approaches that support the learning of all ākonga • Provides learning focused feedback and support that enables learners to learn at an appropriate depth and pace • Reflects openly and critically on impact of teaching and is able to identify what they need to change

SECTION 2: ROLES AND RESPONSIBILITIES

This course requires kaiako pitomata to develop their understanding of the professional responsibilities and behaviours required of kaiako within their sector. We all have an important role to play in ensuring this happens. *Nei ra te mihi manahau ki a koutou katoa. Mā pango, mā whero, ka oti te mahi: with our combined contributions, the work will be done.*

Kaiako pitomata receive multiple layers of support while on placement. This is primarily provided in the school/centre by the kaiako hāpai (associate teacher/s). Support is provided by Massey University through the kaihāpai (mentor) and tūhono kura (Clinical Educator). Additional support and guidance are provided by the pou ārahi (visiting appraiser) and other pouako (course lecturers).

TE KURA O TE MĀTAURANGA SUPPORT

Tūhono Kura (Clinical Educator)

The Tūhono Kura, Clinical Educator, is the contact person for schools and centres regarding student placements. It is the Clinical Educator's role to support education settings, answer questions and respond to concerns regarding placement and kaiako pitomata. Clinical Educators work alongside schools/centres and should be the first port of call if there are issues or concerns regarding practicum and/or the kaiako pitomata. We also welcome feedback and suggestions from centres and schools.



Manawatu & Distance

Jasmine Hansen

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Phone: 06 356 9099 extn 84472

Mobile: 021536057

Kaihāpai (Mentors)

Kaihāpai have a vital mentoring and support role. At the beginning of the year, all kaiako pitomata are placed in an endorsement-specific regionally grouped mentor group. The kaihāpai coordinates these rōpū hāpai (community learning groups) and facilitates regular Zoom meetings. The kaihāpai also provides individual pastoral care and mentoring.

Me he toka tū moana: Your strength is like a rock in the ocean.



Jasmine Hansen



Melinda Dixon



Maria Dacre



Danielle Hodson



Louise Fitzgerald



Philippa Isom



Karen Mackay



SCHOOL/CENTRE SUPPORT

Kaihāpai-a-kura (Student teacher co-ordinator/Lead mentor)

Kaihāpai kura are an integral part of the secondary endorsement and some larger primary schools. They are the contact point for all Massey staff. The kaihāpai-a-kura arrange kaiako hāpai and timetables for the kaiako pitomata and provide another layer of mentoring and support while the kaiako pitomata is on placement. If your school has a lead mentor please inform Massey so we can ensure they are also included in all our future communications.

Kia tika a muri, kia tika a mua: When everything is correct and well-organised behind the scenes, then everything will run smoothly out the front.

Specific requirements for this practicum, including expectations for the kaiako pitomata, kaiako hāpai and pou ārahi, as well as practicum task requirements, are now explained in the following sections of this Handbook.

KAIAKO HĀPAI (ASSOCIATE TEACHER) GUIDELINES

Thank you for accepting the responsibility of providing professional guidance and support for our kaiako pitomata (student teachers). We value your contribution as a kaiako hāpai. Your enthusiasm and professionalism are vital to the professional growth and development of the kaiako pitomata.

- As the kaiako hāpai, we ask that you are regularly available to guide and support the kaiako pitomata in their learning. We understand that you are busy but ask that you put time aside **at least once a week** to meet formally with the kaiako pitomata to discuss their progress and the practicum tasks, as well as talking with them informally each day and when other opportunities arise.
- Guidance may include, but is not limited to, modelling teaching practices, scaffolding learning and practices for the kaiako pitomata, engaging in professional discussions, giving verbal feedback, sharing ideas and resources, sharing written feedback and being available to answer questions.
- Discuss your own philosophy and approach to teaching with the student teacher and relate these to lessons observed by the kaiako pitomata.
- It is important that kaiako pitomata receive feedback on what they are doing well, and which areas of their practice require further development. We ask that you assist the kaiako pitomata to identify what their next steps might be and support them as they work towards achieving these.

Please note: We highly value honest feedback from kaiako hāpai. Associate Teachers are **not** responsible for 'passing' or 'failing' students on practicum. Decisions as to whether students pass or fail a practicum are made after the completion of the practicum, by Te Kura o te Mātauranga staff and are based on ALL the evidence that we receive. This includes the Practicum Progress Report, the Practicum Appraisal report and the kaiako pitomata reflections and evidence in their e-portfolio.

As a guide, it is expected that kaiako pitomata should be achieving key teaching tasks at progress indicator **yellow (growing) by the end of practicum 1A, progress indicator **blue** (self-directed) by the end of 1B and progress indicator **green** (competent) by the end of practicum 2.*

Please assist the kaiako pitomata to:

- observe and interact with you and other kaiako around the school
- observe and engage in school routines
- observe ākongā and identify their individual learning needs, strengths and interests
- work with ākongā in a variety of learning contexts
- develop the skills required for effective reflection and refinement
- complete all practicum tasks as outlined in this handbook

Your responsibilities include that you:

- are familiar with the learning outcomes and assessment criteria of the practicum
- ensure that you are familiar with the tasks and seek clarification from the kaiako pitomata or University staff as needed.
- inform and discuss relevant policies and procedures for the following:
 - ethics/privacy including the use of photos/video and evidence
 - medical (The Institute of Education requests that kaiako pitomata do not administer any medications)
 - organisational and leadership structures
 - positive guidance/ behaviour management strategies
- outline school routines and the expectations you have of the kaiako pitomata
- build a professional relationship with the kaiako pitomata
- provide models of:
 - professional relationships with ākongā, families and colleagues
 - teaching and meaningful interactions with ākongā
 - planning and assessment
- provide opportunities for your kaiako pitomata to work with individual ākongā, small, large groups and whole groups
- set time aside **regular** for professional discussion and feedback and support the kaiako pitomata in the timely completion of the requirements outlined in this handbook
- through observation and feedback, guide the kaiako pitomata in the development of reflection on and refinement in their professional practice providing **written feedback** for kaiako pitomata reference
- monitor and assess the progress and achievement of the kaiako pitomata
- **complete the Practicum Progress Report and return to the kaiako pitomata by the end of the practicum** and also upload a copy to your MyWil portal.

You will be advised when the pou ārahi (practicum appraiser) is due to visit the kaiako pitomata. Please ensure the kaiako pitomata arranges a suitable a time to visit that does not interfere with other planned activities.

**We ask that you, as the kaiako hāpai, complete a draft of the Practicum Report approximately half-way through the practicum. We would then ask you to meet with the kaiako pitomata to discuss their progress and identify areas they need to continue to work on to ensure ongoing learning and development.*

If you have concerns about the ability of the kaiako pitomata to demonstrate and show evidence of the required indicators, we ask that you discuss this with the kaiako pitomata as soon as possible so they are aware if areas of their practice require further development. If concerns are ongoing, please contact the relevant clinical educator/course coordinator, so support strategies can be put in place. Jasmine Hansen J.Hansen1@massey.ac.nz 021 536057

Thank you for supporting kaiako pitomata in their professional development.

Mā te huruhuru, ka rere te manu.

POU ĀRAHI (APPRAISER) GUIDELINES

Thank you for accepting the responsibility of providing professional guidance, feedback, and support for our kaiako pitomata. We value your contribution as a pou ārahi. Your guidance and professional knowledge are vital to the development of the professional practice of the kaiako pitomata. The visiting appraiser provides an essential link between Te Kura o te Mātauranga, our kaiako pitomata, and the schools/ centres in which they gain their practical experience.

This course requires kaiako pitomata to develop their understanding of the professional responsibilities and behaviours required of kaiako within the sector, and to demonstrate competence in relation to Our Code, Our Standards, and the key teaching tasks.

Your responsibilities will include that you:

- Contact the kaiako hāpai and kaiako pitomata in week one of the practicum to ensure the practicum has had a positive start and to organise your appraisal visit. We encourage you to speak with the kaiako pitomata at this time, if possible, to start building a relationship with them and to clarify any questions or concerns they may have
- Are familiar with the expectations of the practicum
- Are familiar with the key teaching tasks
- Are familiar with the practicum tasks as outlined in this handbook
- Observe the kaiako pitomata as they engage with ākongā.
- Look at, and give constructive verbal and written feedback on the documentation in relation to each of the practicum tasks, key teaching tasks, and Our Code, Our Standards
- Give constructive verbal and written feedback and feedforward to the kaiako pitomata regarding strengths of their practice and areas for future development
- Monitor and give verbal and written feedback regarding the progress of the kaiako pitomata and achievement in relation to the practicum assessment criteria
- Complete the pou ārahi report, providing one copy to the kaiako pitomata and email one copy to the Practicum Administrator soon after the visits. Reports need to provide sufficient detail for the kaiako pitomata (student), kaihāpai (practicum mentor) and tūhono kura (clinical educator) to understand the current strengths, progress and future steps for the kaiako pitomata, and relate clearly to the Standards progressions and key teaching tasks.

Please be aware that each kaiako pitomata must maintain regular attendance at the setting. Should the kaiako pitomata experience illness or other circumstances that impact on their attendance, the tūhono kura will, in consultation make decisions about additional time that may be required to ensure that the kaiako pitomata meets both attendance and assessment expectations. Please contact the tūhono kura if attendance is of concern.



Should you have any questions or concerns please feel free to contact:

- PRIMARY – Jasmine Hansen J.Hansen1@massey.ac.nz extn 83086
- ADMINISTRATION – Janene Davidson primaryplacements@massey.ac.nz extn 83073

On conclusion of the practicum please send the completed pou ārahi forms to Massey Primaryplacements@massey.ac.nz

Thank you for supporting kaiako pitomata in their professional development.

KAIAKO PITOMATA GUIDELINES

The practicum is an important part of the Graduate Diploma of Learning and Teaching in that it enables you to develop, apply and extend your teaching skills. During your practicum placements you will have the opportunity to demonstrate your progressive ability to manage professional responsibilities under the supervision of kaiako hāpai.

Please read ALL SECTIONS of this handbook before your practicum, so that you become thoroughly familiar with practicum requirements and expectations. It is important that you understand the different roles undertaken by schools/centres and Te Kura o Te Mātauranga staff in relation to your practicum.

PROFESSIONALISM IN PRACTICE

As a kaiako pitomata you are representing both yourself as a future kaiako, and Massey University. Te Kura o Te Mātauranga reserves the right to withdraw a student's eligibility for a practicum placement if there has been a record of poor attendance and/or participation, or if we hold concerns in relation to values, dispositions, and fitness to teach requirements as informed by Teaching Council Aotearoa NZ. You are required to maintain a high standard of professionalism in your conversations, documentation, appearance, and attitude at all times. Remember that practicum experiences can lead to future employment opportunities, so it can be valuable to think of practicum as an extended job interview. We encourage you to contribute positively, to work hard and to value the time you spend with kaiako and ākonga.

Attendance

Attendance is compulsory on all days. If you are unable to attend (e.g. because of illness or other exceptional circumstance) you are required to notify the school/centre by 8.00am at the latest and also the relevant practicum administrator Janene Davidson. Please be aware that a medical certificate may be required for absences of more than two days. Please also be aware that in accordance with the requirements established by the Teaching Council of Aotearoa New Zealand, full attendance is expected, and no practicum can be completed with less than 80 days attendance. Where attendance is insufficient, additional make-up days may be required, at the determination of the tūhono kura/clinical educator. Every case will be determined on an individual basis, in consideration of the nature of the absence and the achievement of practicum requirements and assessment criteria.

Time Commitment

During practicum, kaiako pitomata are required to be at the education setting for a minimum of eight hours per day. Attendance should be between 8.15 am and 4.30pm each day. This will for the most part be time spent engaging in teaching and learning activities with ākonga. This is regarded as the minimum input and as stated, kaiako pitomata should try to attend the setting for additional hours where appropriate, for example staff meetings, special events. This



commitment is necessary for the professional growth and achievement of the assessment criteria.

You will need to negotiate the start and finish times with your kaiako hāpai with respect to the circumstances of each practicum.

As a kaiako pitomata you need to make sure that you have the support needed to ensure you can meet these requirements. It is not appropriate to reduce the hours spent in the school/centre to meet personal commitments, appointments, or family commitments (e.g., picking ākonga up from school.) Travelling time is additional to the above.

The Privacy Act

Kaiako pitomata are expected to follow the intent of the Privacy Act. In settings, permission must be obtained from a parent/guardian of any ākonga before any observation of that ākonga can occur (in some settings this is included in the consent given to kaiako to observe ākonga, you will need to discuss this with your kaiako hāpai).

The Vulnerable Children's Act

Massey University Institute of Education upholds the intent and requirements of the Vulnerable Children's Act (2014) amended 2017. All Massey University kaiako pitomata undertaking placements within education settings must comply with the directive to produce **photo identification** for checking as requested. Please check with your practicum setting prior to the first day of placement to ensure that you have the correct forms of ID available, and whether the setting has any additional requirements.

Confidentiality

- Ākonga names should not be used in any recordings made by kaiako pitomata.
- The kaiako hāpai in the setting, the pou ārahi, the pou ako and the kaiako pitomata should be the only people to see the information about ākonga.
- It is also important that you do not discuss the setting, ākonga, kaiako or practices with any person outside of the setting, your pou ārahi and the Course Coordinator.

Health and Safety

You will need to discuss health and safety policies and procedures with your kaiako hāpai and/or head teacher or supervisor. This may include considerations such as medications, first aid, sun safety and potential hazards. Please do speak to your kaiako hāpai if you have any concerns in relation to health and safety and notify others if you become aware of any hazards. Please adhere to the current Ministry of Health guidelines.

It is important for all kaiako to be conscious of the need to protect ākonga and themselves from possible misadventure and/or misunderstanding. Always speak or tend to ākonga in full view of other kaiako.

Responsibilities

It is your responsibility as kaiako pitomata to:

- ring the setting at least one week prior to commencement, to introduce yourself, and organise arrival times. We suggest a visit to the centre if this is possible.
- be thoroughly familiar with the relevant learning outcomes, assessment criteria and requirements for the Practicum, as outlined in this Handbook.
- remember you are a professional and should present as such in dress, attitude, motivation and commitment.
- report to the head teacher/supervisor on the first morning to introduce yourself.
- recognise privileges and observe responsibilities as a temporary member of setting staff.
- accept responsibility for centre preparation and be available for professional discussions.
- be fully involved in the programme.
- ask for advice and guidance and reflect on suggestions made by your kaiako hāpai and other professionals involved in your development.
- ensure ākonga are your prime concern and consider ways of meeting their learning needs and how you, as a kaiako, can best contribute to their wellbeing and facilitate their learning and development.
- make consistent commitment to your own professional development.
- prioritise your commitments to ensure that you have the necessary time and energy for centre responsibilities, professional practice requirements and your personal life.
- complete all requirements of the Practicum Requirements Booklet **before the end of practicum**. You must have your work available to be seen by the kaiako hāpai and pou ārahi as required.

Please note also that while you are on practicum **you may not act** in a relieving capacity for any staff member who may for any reason be absent from the setting. You **are not** able to transport tamariki in your car for any reason (to sports, class trips or camp etc..).

Education Outside the Classroom

The Institute of Education understands that education outside the classroom is a significant part of school programmes and that this often involves school students being transported by bus, and at times by private car on school outings. When on practicum, it is desirable that student teachers participate in and attend all activities involving young people and their learning. However, due to issues relating to liability and insurance, student teachers should not be asked to provide transport.

Having an opportunity to attend and support a school camps/EOTC event (during practicum or as part of the focused placement days) provides kaiako pitomata with excellent learning opportunities. If a student teacher attends a school camp/ EOTC event, their role should be similar to that of a parent helper. They must attend be under the supervision and guidance of their AT and should not have direct responsibility of students.



EXPECTATIONS FOR PRACTICUM

PROFESSIONAL PRACTICE TASKS

The tasks for each practicum experience are organised under three key headings:

- **Professional Learning Goals**
This relates to the Teaching Standards – Professional learning and learning focused culture.
- **Familiarisation with your setting**
This relates to the Teaching Standards – Professional Relationships and Te Tiriti o Waitangi.
- **Design for learning**
This relates to the Teaching Standards – Teaching and Design for learning



Practicum 1A

SUMMARY OF PRACTICUM 1A TASKS

This chart will assist you to keep track of your Practicum 1A tasks. The major focus for this practicum is on developing both your awareness of the teacher professional role, and your confidence in planning for, and managing small groups of learners. The tasks are to be submitted in your practicum 1A portfolio submission.

Section	Task	Suggested Time	Assessment	
Professional Learning Goals	1.1	Goal selection and initial development process	Prior to your placement	Eportfolio – uploaded and critically reflected on during your placement with evidence
	1.2	Ongoing goal development and monitoring progress	Weeks 1-4	
	1.3	Te reo Māori	Throughout Practicum	
Teaching Standards Progression	1.4	Self-Evaluation of Progress against the standards	Conclusion of practicum	Eportfolio
Familiarisation of your setting	2.1	Profile of the school	Week 1	Prac folder - Uploaded to a google doc and linked to your eportfolio
Design for learning	3.1	Observation of child in the classroom	Week 1	Prac folder - Uploaded to a google doc and linked to your eportfolio
	3.2	Observation of a child outside classroom	Week 1	
	3.3	Observation of your AT's small group lesson	Week 1	
	3.4	Planning for & teaching small groups	Weeks 1-4	
	3.5	Record of teaching	Weeks 1-4	
Evidence	Portfolio submitted for assessment			<u>Due:</u> Monday 27th May 2024

1. Professional Goal Setting

This task links to the 'Professional Development' Standard and 'Learning Focused Culture' Standard and requires you to focus on and implement the two personal learning goals which you will set for yourself prior to practicum. Learning to set, and carry out, professional learning goals is an important part of your ongoing journey as both a student teacher and a certificated teacher in the future, which is why it is a focus from the beginning of this programme.

1.1. Reflecting on Our Code: Our Standards (Pre-Practicum within the practicum briefing session)

- You will be supported to develop **TWO** professional goals by your Tūhono Kura (Clinical Educator), in the practicum 1A briefing session during the contact workshop time.
- Your goal will link to **TWO** of the Teaching Council of Aotearoa New Zealand Teaching Standards – **Professional Relationships** and **Learning Focused Culture**.
- Once you have completed an action plan (strategies/steps towards achieving these goals as weekly actions), your goals can be loaded into your practicum 1A portfolio.
- Your kaihāpai (Group Mentor) will be invited to view your proposed goals and provide you with feedback as necessary.
- Share your goals and proposed action plan with your AT so that together, you can plan to monitor your progress towards achieving these goal during the practicum.

1.2. Goal Development

During the practicum address your progress towards meeting each of your **TWO** goals on a weekly basis,

- **Gather selected evidence** of progress made towards your goals. Evidence may include feedback by your AT, photos and video, children's work, lesson and unit plans etc. Use this evidence to support your critical reflections.
- In association with your AT, consider the evidence that you have gathered as part of a focused professional discussion, and adapt the 'next steps' in your action plan if necessary.
- Complete weekly **focused critical reflections** for your goals, that considers the significance of your progress, and implications for your future practice.
- Add your critical reflections and relevant evidence to your portfolio.

1.3. Te Reo Māori

As part of your Te Reo competency, there is a dedicated Stream site for Kaiako Pitomata to access Te Reo Māori modules during the programme. Please use this mahi to support your growth. During the practicum you may also evidence your learning aligned with your te reo Māori.

1.4. Teaching Standards Progression

Self-Evaluation of Progress made towards the Standards using the rubric.

2. Familiarisation of the setting

This task links to the 'Professional Relationships' Standard and Te Tiriti o Waitangi Partnership Standard and will help you find out about and develop an understanding of and sensitivity to the particular school setting, the teaching team and its climate and culture. This is important as each school is unique, and as a teacher you will need to develop a range of professional relationships within a school as well as upholding the commitment to partnership established in Te Tiriti o Waitangi. You will need to make notes, and keep these in your online portfolio, in response to the following points.

2.1. Profile of your school setting

- Ask your AT or school leader to discuss characteristics of the community in which the school is located and the setting itself, e.g.
 - Specific features of the community including ethnic diversity, socioeconomic status, location
 - Connections to local iwi and/or hapū
 - Term dates
 - Social Services available (e.g. library, support groups, etc.)
 - Support services and contributing settings
 - Special features, e.g. historical/cultural/physical
 - Community input and support, including services available in the community to help families (e.g. foodbanks, counselling, health services, budgeting)
- The school will have a local curriculum which outlines the fundamental beliefs, vision, value and ideals, so please ask to read this and take notes to familiarise yourself. Talk with your kaiako hāpai or School leaders about the development of the philosophy for this school and what is important to this community.
- As part of familiarising yourself with the setting, please talk with your kaiako hāpai and members of the teaching team about how the setting draws upon key document to guide their curriculum implementation and design for learning. How are these documents evident in this setting as an expression of local curriculum.
- Describe ways in which this setting partners with families, whānau, and community to develop the local curriculum and identify aspirations for ākonga.
- Describe the way in which the setting demonstrates a commitment to tangata whenua and Te Tiriti o Waitangi in partnership
- As part of your professional knowledge, you need to be aware of important issues relating to health, safety and privacy. You need to look at and discuss with your kaiako hāpai the setting's policies and procedures relating to health, safety and privacy, taking notes relating to the main points.

Remember to:-

- Ask your kaiako hāpai for guidance in any matters of confidentiality and safety, including around the use of mobile phones, cameras and the photographing of children.
- Please remember that when you are in a school setting you may have access to information of a confidential nature. It is your responsibility to uphold the privacy of the settings members at all times.
- It is entirely unethical to discuss matters relating to the setting or the individuals connected with the setting with anyone not related to your professional development (i.e. University staff).
- Treat all information, both oral and written, professionally.
- When making written notes preserve the anonymity of children.

NB: It is expected that you will draw on the information gathered here to inform your work in relation to your professional goals and design for learning tasks.

N.B. These documents are to be collected and collated in your Practicum Folder (this is to be set up as a google doc linked to your eportfolio or as a separate tab in your eportfolio).

Please ensure that your folder is well organised with clearly labelled sections. We suggest the following organisation:

- **School policies/procedures:**
e.g. Behaviour management
Organisational routines
- **Timetables:**
e.g. Class programme
Your programme

3. Design for Learning

This task relates to both the 'Teaching' and 'Design for Learning' Standards. As a kaiako, you will be responsible for designing a learning environment that is responsive to children's strengths, interests and needs, based on your knowledge of the curriculum, pedagogy and what you have learned about individual children through the assessment process. This task supports you to develop an awareness of how kaiako in your practicum school plan to support children's learning, as well as an opportunity for you to engage in the planning process yourself.

- 3.1. Observation of a child inside the classroom (digital copy in stream)**
- 3.2. Observation of a child outside the classroom (digital copy in stream)**
- 3.3. Observation of the AT's lesson (digital copy in stream)**
- 3.4. Plan and teach group lessons (digital copy in stream)**
- 3.5. Record of teaching (digital copy in stream)**



This part of the task relates to planning and to teaching and requires you to observe your kaiako hāpai. You will need to document your findings relating to the following points in the Assessment and Planning section in your online portfolio.

Through observation and discussion with your kaiako hāpai identify and discuss how design for learning occur within the class and wider school. Where appropriate obtain a copy of this plan or take notes (this may include weekly and term plans).

- Arrange with your KH to observe a planned/intentional learning experience/lesson.
- As you are observing, consider and take notes on: -
 - What was the role of the kaiako in this experience?
 - How were the children attracted to the learning experience?
 - What teaching strategies were used? E.g., questioning, problem solving, talk moves, direct instruction?
 - How did the kaiako assess learning and evaluate the teaching?
 - What were the links to the NZC?
 - How did the kaiako adapt their planning in response to children's needs and capturing teachable moments?

3.4. Plan and teach small group lessons

This part of the task relates to your developing skills in relation to planning for children's learning.

- Ensure you are familiar with the planning process/cycle
- In collaboration with your KH select a small group of learners to work with in a learning area such as literacy or math.
- Develop lessons using the lesson plan template provided (*see appendix*) which help to support the learning for those ākonga. This should be done in collaboration with your KH.
- Carry out formative assessment with the ākonga and reflect on the effectiveness of these experiences for the ākonga.

Evidence of Learning

A digital portfolio is used to record and share your progress against the professional goals that you have set for this practicum, and to document you overall progress to meeting the Key Teaching Tasks for practicum.

Your submission needs to contain:

- Personally developed professional goals linked to the professional standards
- Evidence to show you have worked towards meeting your goals
- Reflections on your learning in relation to each goal
- Evidence of planning and assessment
- Link to school familiarisation documents

The following digital or scanned reports should also be uploaded to the stream dropbox separately:

- Your Associate Teacher's Practicum Progress Report
- Your Practicum Appraiser's Report

Due date: **Full-time students – 27th May**
Part-time students - 27th May



Practicum 1B

SUMMARY OF PRACTICUM 1B TASKS

Section	Task	Suggested Time	Assessment	
Professional Learning Goals This relates to the Teaching Standards – Professional development and learning focused culture.	1.1	Goal selection and Initial development process Ongoing goal development and monitoring progress	Prior to your placement Weeks 1-4	Eportfolio – uploaded and critically reflected on during your placement with evidence Evidence uploaded
	1.2			
	1.3	Te reo Māori	Throughout Practicum	
Teaching Standards Progression	1.4	Self-Evaluation of Progress against the standards	At the conclusion of practicum	Eportfolio
Familiarisation of your setting This relates to the Teaching Standards – Professional Relationships and Te Tiriti o Waitangi.	2.1	Extra Curricula Activities	Throughout practicum	Explore & record the range of extra curricula activities offered at your setting. Contribute to one of these during your placement if possible
Design for learning This relates to the Teaching Standards – Teaching and Design for learning	3.1	Observation of your kaiako hāpai whole class lesson	Week 1-4	Prac folder - Uploaded to a google doc and linked to your eportfolio Verified by your kaiako hāpai
	3.2	Planning & teaching multiple group lessons	Weeks 1-4	
	3.3	Planning & teaching whole class	Weeks 1-4	
	3.4	Record of teaching - including 1 week sustained practice		
Evidence	Portfolio submitted for assessment Due: Monday 8th July (fulltime students) Monday 30th September (Part time students)			

This chart will assist you to keep track of your Practicum 1B tasks. Verbal feedback on these tasks will be given by the AT and Practicum Appraiser. The major focus for this practicum is to continue to develop both your awareness of the teacher professional role, and your confidence in planning for, and managing multiple small groups of learners and whole class. Only the shaded tasks are to be submitted in your practicum 1B portfolio submission.

1. Professional Goal Setting

This task links to the 'Professional Development' Standard and 'Learning Focused Culture' Standard and requires you to focus on and implement the two personal learning goals which you will set for yourself prior to practicum. Learning to set, and carry out, professional learning goals is an important part of your ongoing journey as both a student teacher and a certificated teacher in the future, which is why it is a focus from the beginning of this programme.

1.1. Reflecting on Our Code: Our Standards (Pre-Practicum within the practicum briefing session)

- You will again be supported to develop **TWO new** professional goals by your tuhono kura, in the combined practicum 1A debrief and 1B briefing session.
- Please make time prior to that session to reflect on your portfolio evidence, reflections, and professional feedback from practicum 1A, and to consider what your professional 'next steps' might be...
- Each of your new goals will link to the Teaching Council of Aotearoa New Zealand Teaching Standards – **Design for Learning** and **Te Tiriti o Waitangi partnership**.
- Once you have completed an action plan (strategies/steps towards achieving each goal as weekly actions), your goals can be loaded into a separate practicum 1B portfolio tab under a Goals tab.
- Your kaihāpai will be invited to view your proposed goals and provide you with feedback as necessary.
- Share your goals and proposed action plans with your AT so that together, you can plan to monitor your progress towards achieving these goals during the practicum.

1.2. Goal Development

During the practicum address your progress towards meeting each of your **TWO** goals on a weekly basis,

- **Gather selected evidence** of progress made towards each of your goals. Evidence may include feedback by your KH, photos and video, children's work, lesson and unit plan etc. Use this evidence to support your critical reflections.
- In association with your KH, consider the evidence that you have gathered as part of a focused professional discussion, and adapt the 'next steps' in your action plan if necessary.
- Complete weekly **focused critical reflections** for each goal, that considers the significance of your progress, and implications for your future practice.
- Add your critical reflections and relevant evidence to your portfolio. Add your critical reflections and relevant evidence to your portfolio on a weekly basis.

1.3. Te Reo Māori

During the practicum you may also evidence your learning aligned with your te reo Māori.

1.4. Teaching Standards Progression

Self-Evaluation of Progress made towards the Standards using the rubric.

2. Familiarisation of the setting

2.1. Extra Curricula Activities

Gather information and make notes about extra curricula activities offered at your school. If you are able to contribute to any of these we strongly suggest you take the opportunity to.

3. Design for Learning

This task relates to both the 'Teaching' and 'Design for Learning' Standards. As a kaiako, you will be responsible for designing a learning environment that is responsive to children's strengths, interests and needs, based on your knowledge of the curriculum, pedagogy and what you have learned about individual children through the assessment process. This task supports you to develop an awareness of how kaiako in your practicum school plan to support children's learning, as well as an opportunity for you to engage in the planning process yourself.

3.1. Observation of kaiako hāpai whole class lesson

3.2. Plan for and teach multiple group lessons

- In collaboration with your AT select multiple groups of learners to work with in several learning areas such as literacy & math.
- Develop a sequence of lessons within selected learning areas which help to support the learning for those ākonga. This should be done in collaboration with your AT.
- Carry out formative assessment with the ākonga and reflect on the effectiveness of these experiences for the ākonga.

3.3. Plan and teach whole class lessons

- In collaboration with your AT plan and teach whole class lesson/s
- Develop a sequence of lessons which help to support the learning for those ākonga. This should be done in collaboration with your AT.
- Carry out formative assessment with the ākonga and reflect on the effectiveness of these experiences for the ākonga.
- Evaluate the effectiveness of your lesson design and teaching

3.4. Record of teaching

- You are required to maintain an up-to-date teaching log which indicates what you have been teaching each day. Record what the session has involved e.g. groups, whole class, curriculum areas, key concepts etc. and also what additional responsibilities you have had e.g. duties, meetings. Use the colour codes to indicate whether this has been an Observation (you are watching the kaiako hāpai) teach, Teaching (you are leading the teaching) or a Collaboration (you team teaching with others).

Evidence of Learning

A digital portfolio is used to record and share your progress against the professional goals that you have set for this practicum, and to document your overall progress to meeting the Key Teaching Tasks for practicum.

Your submission needs to contain:

- Personally developed professional goals linked to the professional standards
- Evidence to show you have worked towards meeting your goals
- Focused Critical Reflections on your learning in relation to each goal
- Evidence of planning and assessment

The following digital or scanned reports should also be uploaded to the stream dropbox separately:

- Your Associate Teacher's Practicum Progress Report
- Your Practicum Appraiser's Report

Due: Monday 8th July (Fulltime students)
Monday 30th September (Part time students)



Practicum 2

SUMMARY OF PRACTICUM 2 TASKS

This chart will assist you to keep track of your Practicum 2 tasks.

The key for Practicum 2 is to be responsive to the learning programme in your classroom and assume the full role of the teacher in a sustained manner. The major focus will be on planning, teaching, assessing, and evaluating.

Section	Task	Suggested Time	Assessment
Professional Learning Goals This relates to the Teaching Standards – Professional development and learning focused culture. Teaching Standards Progression	1.1	Goal selection and initial development process	Prior to your placement Weeks 1-4
	1.2	Ongoing goal development and monitoring progress	Weeks 1-7
	1.3	Te Reo Māori	Throughout Practicum
	1.4	Self-Evaluation of Progress against the standards	At the conclusion of practicum
Familiarisation of your setting This relates to the Teaching Standards – Professional Relationships and Te Tiriti o Waitangi.	2.1	Profile of the school	Week 1
	2.2	Extra Curricula Activities	Throughout Practicum
Design for learning This relates to the Teaching Standards – Teaching and Design for learning	3.1	Observations of a range of your AT's group and whole class lessons	Week 1
	3.2	Planning for & teaching (including in the role of full responsibility for a sustained period)	Week 1
	3.3	Record of teaching	Week 1
			Weeks 1-7
Evidence	Portfolio submitted for assessment Due: Monday 4th November (fulltime) Monday 4th September (part time)		

1. Professional Goal Setting

This task links to the 'Professional Development' Standard and 'Learning Focused Culture' Standard and requires you to focus on and implement the two personal learning goals which you will set for yourself prior to practicum. Learning to set, and carry out, professional learning goals is an important part of your ongoing journey as both a student teacher and a certificated teacher in the future, which is why it is a focus from the beginning of this programme.

1.1. Reflecting on Our Code: Our Standards (Pre-Practicum within the practicum briefing session)

- You will again be supported to develop **TWO new** professional goals by your tuhono kura, in the practicum 2 briefing session.
- Please make time prior to that session to reflect on your portfolio evidence, reflections, and professional feedback from practicum 1A & 1B, and to consider what your professional 'next steps' might be...
- Each of your new goals will link to one of the Teaching Council of Aotearoa New Zealand Teaching Standards –**Teaching & Professional Learning**.
- Once you have completed an action plan (strategies/steps towards achieving each goal as weekly actions), your goals can be loaded into a separate practicum 2 portfolio tab.
- Your kaihāpai will be invited to view your proposed goals and provide you with feedback as necessary.
- Share your goals and proposed action plans with your AT so that together, you can plan to monitor your progress towards achieving these goals during the practicum.

1.2. Goal Development

During the practicum address your progress towards meeting each of your **TWO** goals on a weekly basis,

- **Gather selected evidence** of progress made towards each of your goals. Evidence may include feedback by your AT, photos and video, children's work, lesson and unit plan, links to supporting literature or research etc. Embed this evidence in your critical reflections.
- In association with your AT, consider the evidence that you have gathered as part of a focused professional discussion, and adapt the 'next steps' in your action plan if necessary.
- Complete **focused critical reflections** for each goal, that considers the significance of your progress, and implications for your future practice.
- Add your critical reflections and relevant evidence to your portfolio. Add your critical reflections and relevant evidence to your portfolio on a weekly basis.

1.3. Te Reo Māori

During the practicum you may also evidence your learning aligned with your te reo Māori.

1.4. Teaching Standards Progression

Self-Evaluation of Progress made towards the Standards using the rubric.

2. Familiarisation of the setting

This task links to the 'Professional Relationships' Standard and Te Tiriti o Waitangi Partnership Standard and will help you find out about and develop an understanding of and sensitivity to the particular school setting, the teaching team and its climate and culture. This is important as each school is unique, and as a teacher you will need to develop a range of professional relationships within a school as well as upholding the commitment to partnership established in Te Tiriti o Waitangi. You will need to make notes, and keep these in your online portfolio, in response to the following points.

2.1. Profile of your school setting

- Ask your KH or school leader to discuss characteristics of the community in which the school is located and the setting itself, e.g.
- Specific features of the community including ethnic diversity, socioeconomic status, location
- Connections to local iwi and/or hapū
- Term dates
- Social Services available (e.g. library, support groups, etc.)
- Support services and contributing settings
- Special features, e.g. historical/cultural/physical
- Community input and support, including services available in the community to help families (e.g. foodbanks, counselling, health services, budgeting)
- The school will have a local curriculum which outlines the fundamental beliefs, vision, value and ideals, so please ask to read this and take notes to familiarise yourself. Talk with your AT or School leaders about the development of the philosophy for this school and what is important to this community.
- As part of familiarising yourself with the setting, please talk with your AT and members of the teaching team about how the setting draws upon key documents to guide their curriculum implementation and design for learning. How are these documents evident in this setting as an expression of local curriculum.
- Describe ways in which this setting partners with families, whānau, and community to develop the local curriculum and identify aspirations for ākonga.
- Describe the way in which the setting demonstrates a commitment to tangata whenua and Te Tiriti o Waitangi in partnership
- As part of your professional knowledge, you need to be aware of important issues relating to health, safety and privacy. You need to look at and discuss with your KH the setting's policies and procedures relating to health, safety and privacy, taking notes relating to the main points.

Remember to:

- Ask your KH for guidance in any matters of confidentiality and safety, including around the use of mobile phones, cameras and the photographing of children.
- Please remember that when you are in a school setting you may have access to information of a confidential nature. It is your responsibility to uphold the privacy of the settings members at all times.
- It is entirely unethical to discuss matters relating to the setting or the individuals connected with the setting with anyone not related to your professional development (i.e. University staff).
- Treat all information, both oral and written, professionally.
- When making written notes preserve the anonymity of children.

2.1. Extra Curricula Activities

Gather information and make notes about extra curricula activities offered at your school. If you are able to contribute to any of these we strongly suggest you take the opportunity to.

NB: It is expected that you will draw on the information gathered here to inform your work in relation to your professional goals and design for learning tasks.

N.B. These documents are to be collected and collated in your Practicum Folder (this is to be set up as a google doc linked to your eportfolio or as a separate tab in your eportfolio).

3. Design for Learning

This task relates to both the 'Teaching' and 'Design for Learning' Standards. As a kaiako, you will be responsible for designing a learning environment that is responsive to children's strengths, interests and needs, based on your knowledge of the curriculum, pedagogy and what you have learned about individual children through the assessment process. This task supports you to develop an awareness of how kaiako in your practicum school plan to support children's learning, as well as an opportunity for you to engage in the planning process yourself.

- 3.1. Observation of the kaiako hāpai lessons** (*Digital template on stream*)
- 3.2. Plan and teach in the role of full responsibility for a sustained period**
- 3.3. Record of teaching** (*Digital template on stream*)

It is expected that in order to demonstrate your ability to undertake the role of classroom teacher you must maintain full responsibility teaching for a sustained period **(of no less than 2 weeks)**. Ideally it is expected that you will lead the teaching in this capacity for as long as practicable to gain experience.

Evidence of Learning

A digital portfolio is used to record and share your progress against the professional goals that you have set for this practicum, and to document your overall progress to meeting the Key Teaching Tasks for practicum.

Your submission needs to contain:

- Personally developed professional goals linked to the professional standards
- Evidence to show you have worked towards meeting your goals
- Reflections on your learning in relation to each goal
- Evidence of planning and assessment
- Link to school familiarisation documents

The following digital or scanned reports should also be uploaded to the stream dropbox separately:

- Your Associate Teacher's Practicum Progress Report
- Your Practicum Appraiser's Report

Due : Monday 4th November (fulltime)

Monday 4th November (part time)

Or Monday 30th September (LAT/ALT model)

N.B. Kaiako pitomata who are on a LAT Model and completing 2A/2B will undertake the same tasks over both periods of practica. Please ensure you have a completed practicum progress report for the ends of 2A and 2B.

FOCUSED PLACEMENT

In addition to the 15 weeks of placement, you are asked to complete an additional focused placement. For this final placement week, you are asked to connect with community groups or education settings to extend your experiences further, and to build connections and knowledge that support your development as future teachers in Aotearoa New Zealand.

The purpose of this placement time is:

- To extend understanding of diverse community services/education settings and the role that they play in supporting tamariki and whānau in a range of local communities
- To gain understanding of different education approaches and settings and/or wrap around support services for families/whānau
- To build relationships and connections with professionals and volunteers who provide supports for tamariki and whānau, and;
- To engage with experiences to further support their professional development as a teacher in Aotearoa.

The focused placement week will offer kaiako pitomata further opportunities to gain experience in a range of settings. Community based placements or cross-sector placements will help you to identify and understand services that are available to support learners including those with additional needs. This experience may also equip you with further understanding about what challenges ākonga & whanau may be experiencing in their lives. It is important to develop an awareness of all aspects of the ecological wellbeing of tamariki.

This placement is a voluntary practicum, so the service provider **does not** get reimbursed for their time with you. The idea is that you are offering them your time and some reciprocity to the service they provide.

You will undertake **5** additional days of focused placement of no less than **25 hours**. You may organize these to suit both yourself and your provider (they do not need to be full days and can be completed outside of school hours). There is **not** an allocated week for this so you may arrange to do it at any stage however it **MUST** be completed prior to practicum 2.

There are specific reflection tasks which ask you to describe your experiences and reflect on the learning and increased knowledge. We would also ask that you keep a timesheet for the days/hours that you attend, declaring you have completed 5 days (being no less than 25 hours in total).

You must write a critical reflection (approximately 1000 - 1500 words) which includes the following sections:

- **Profile of the community group/setting**
- **A Story to live by**
- **Implications for your teaching**

More information related to this will be provided in your practicum briefing session.



PROFESSIONAL PRACTICE ASSIGNMENT 2

Professional Practice 2 assignment 2 brings together your learning and experience from across the programme into a final presentation that expresses your ability to meet the Standards (in a supportive environment) as a graduate of the programme. This is a strengths-based task, designed as a celebration and recognition of your professional growth across the programme. This task is a Teaching Council requirement and is designed to assess your ability to operate flexibly and competently in a range of contexts. You will be asked to present evidence that you meet the requirements and demonstrate that your skills and knowledge are transferable across diverse situations.

The final assignment is a culminating integrative assessment, and will be delivered through a presentation where you will be asked to:

- share your learning journey across the programme
- unpack and provide a response to a complex teaching and learning scenario, requiring you to offer possible solutions

The assignment will have two parts, both covered in a 30-minute presentation to a panel. The panel will be made up of a minimum of two (maximum of three members) and will include a sector representative and an Institute of Education staff member.

In your presentation you are asked to draw on artefacts from your portfolio, as well as wider coursework to support your narrative. Your presentation will be delivered orally and submitted in an agreed format such as a PowerPoint presentation, video or other creative format. You are asked to address each of the Standards and weave the Standards together to demonstrate your ability to engage with the complexities of teaching practice. Your presentation should draw from the conceptualisations of Learning and Teaching courses, through the designing for learning in Curriculum and Pedagogy courses and the implementation in Professional Practice courses thereby demonstrating your ability to synthesise knowledge and learning across the programme.

The assessment of assignment 2 will be against the Learning Outcomes of the 6 courses within the programme.

You will be provided more information relating to this in your course work and during professional practice teaching sessions.



Practicum Assessment and Progress



PRACTICUM ASSESSMENT GUIDELINES

As a guideline, It is expected that students should be meeting (with support) the following progress indicators:

- By the end of Practicum 1A it is anticipated that students will be at progress indicator **Yellow** (growing)
- By the end of Practicum 1B it is anticipated that students will be at progress indicator **Blue** (self-directed)
- By the end of Practicum 2 it is anticipated that students will be at progress indicator **Green** (competently)

Student Name:	
Education Setting:	

- By the end of practicum 1A it is anticipated that students will be at progress indicator yellow
- By the of practicum 1B it is anticipated that students will be at progress indicator blue
- By the end of practicum 2 it is anticipated that students by at progress indicator green
- Tick relevant boxes or mark as N/A if it wasn't applicable during this time

Practicum Progress Report

Relevant Standard: Te Tiriti o Waitangi Partnership Key Teaching Tasks:	Student has insufficient knowledge and skills to perform the task	Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.	Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement	The student is self-directed but still requires occasional guidance.	Student does this competently and accurately (in a supported environment).	Student does this competently and accurately
<ul style="list-style-type: none"> • <i>Demonstrates a commitment to Te Ao Māori and finds opportunities to integrate Mātauranga Māori and Māori contexts into teaching</i> 						
<ul style="list-style-type: none"> • <i>Is proactive in finding opportunities to integrate te reo Māori into teaching with an emphasis on developing correct pronunciation</i> 						
Potential Indicators						
<ul style="list-style-type: none"> ➤ Upholds the principles of Te Tiriti o Waitangi within the setting. ➤ Uses a range of words, phrases and waiata daily, collects relevant resources, continues to develop own vocabulary and introduces new resources and vocabulary to the setting. ➤ Asks about and integrates tikanga Māori practices into their practices. ➤ Demonstrates a commitment to learning more about Te Ao Māori and is able to explain the significance of Te Ao Māori principles in relation to teaching and learning. ➤ Uses key document, such as Ka Hikitia, Tākaiaako and Te Whatu Pōkeka, to inform design for learning and demonstrates a commitment to supporting Māori learners as Māori. ➤ Demonstrates respect for hapū, iwi and Māori culture in curriculum design and delivery processes (Tātaiako 3.1). ➤ Has the tools skills and knowledge to engage local knowledge and history (or the people who hold that knowledge) to support teaching and learning programs (Tātaiako 4.3). <p>Other:</p>						
<p>Areas of Strength:</p>						
<p>Next Learning Steps:</p>						

Relevant Standard: Akoranga Ngaiotanga Professional Learning Key Teaching Tasks:	Student has insufficient knowledge and skills to perform the task	Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.	Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement	The student is self-directed but still requires occasional guidance.	Student does this competently and accurately (in a supported environment).	Student does this competently and accurately
<ul style="list-style-type: none"> • <i>Demonstrates and applies a commitment to ongoing professional learning and growth</i> 						
<ul style="list-style-type: none"> • <i>Seeks and responds appropriately to feedback from others, whilst engaging in self-assessment, inquiry and critical reflection to develop own understanding and practices</i> 						
<ul style="list-style-type: none"> • <i>Takes professional responsibility and models ethical behaviour aligning to the Code of Professional Responsibility</i> 						
<ul style="list-style-type: none"> • <i>Models accurate and respectful verbal, non-verbal and written communication.</i> 						
<ul style="list-style-type: none"> • <i>Finds appropriate ways to learn about the backgrounds, identities, cultures, interests, needs, and experiences of ākongā to help inform their teaching practice</i> 						
Potential Indicators						
<ul style="list-style-type: none"> ➤ Models good oral language with rich, appropriate vocabulary and expression, alongside of demonstrating appropriate non-verbal communication through body language and facial expression. ➤ Models good written language in documentation and task work, including fluency and clarity. ➤ Demonstrates a commitment to their own professional learning by taking responsibility for their learning and actively putting learning into practice ➤ Seeks feedback from others and uses this to enhance their own understanding and knowledge ➤ Uses self-assessment, inquiry and critical reflection as tools to develop and enhance their practice ➤ Demonstrates an awareness of the organisational and administrative tasks that teachers are involved in ➤ Is aware of and follows the policies of the centre/school, whilst ensuring that confidentiality and privacy are maintained. ➤ Engages in and models ethical behaviour at all times ➤ Is open to on-going learning and understands their own learning style preferences (Tātaiako 5.1). ➤ Implements a range of strategies to communicate clearly and build effective relationships with Pacific parents, families and communities (Turu 2.5). ➤ Uses a range of appropriate tools to learn about ākongā <p>Other:</p>						
Areas of Strength:						
Next Learning Steps:						

<p>Relevant Standard: Ngā Nononga Ngaio Professional Relationships</p> <p>Key Teaching Tasks:</p>	<p>Student has insufficient knowledge and skills to perform the task</p>	<p>Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.</p>	<p>Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement</p>	<p>The student is self-directed but still requires occasional guidance.</p>	<p>Student does this competently and accurately (in a supported environment).</p>	<p>Student does this competently and accurately</p>
<ul style="list-style-type: none"> Consistently exhibits and articulates an understanding of professionalism in the education sector 						
<ul style="list-style-type: none"> Establishes and maintains relationships that enable professional collaboration with others (e.g. ākongā, whānau, colleagues and other professionals) 						
<ul style="list-style-type: none"> Engages in practices that supports their own health and well-being and that of others 						
<ul style="list-style-type: none"> Upholds the mana of others through the ways they communicate with them 						
<p>Potential Indicators</p>						
<ul style="list-style-type: none"> Builds, maintains and engages in professional, responsive and positive relationships with ākongā that support learning. Builds and engages in professional, responsive and positive relationships with the AT and other team members as well as contributing to the team. Builds warm, positive, professional and collaborative relationships with whānau which take into account aspirations for their child and gives feedback to whanau on their learning Developing the ability to articulate and negotiate differing points of view within a professional learning environment. Listens effectively to verbal and non-verbal communication and uses this information to inform responses that support sustained communicative interactions Engages with ākongā and pākeke in a positive, calm and consistent manner. Understands the impact of their own identity, language and culture (cultural locatedness) on relationships (Tātaiako 2.1). Demonstrates understanding of the importance of collaborative and respectful relationships for successful learning (Turu 2.4). <p>Other:</p>						
<p>Areas of Strength:</p>						
<p>Next Learning Steps:</p>						

Relevant Standard: He Ahurea Akoranga Learning-focused culture Key Teaching Tasks:	Student has insufficient knowledge and skills to perform the task	Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.	Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement	The student is self-directed but still requires occasional guidance.	Student does this competently and accurately (in a supported environment).	Student does this competently and accurately
<ul style="list-style-type: none"> • <i>Show they genuinely care for the well-being and learning of all ākonga</i> 						
<ul style="list-style-type: none"> • <i>Uses practices that work to enable all ākonga to learn with and alongside their peers</i> 						
<ul style="list-style-type: none"> • <i>Promotes a safe and inclusive learning environment where the language, identity and culture of each ākonga can flourish</i> 						
Potential Indicators						
<ul style="list-style-type: none"> ➤ Uses a range of observation methods to gather information about ākonga interests, strengths, needs, dispositions and working theories and uses this information to design for and assess ākonga learning. ➤ Demonstrates respect for all ākonga and whānau and actively works to build relationships with those of diverse backgrounds. ➤ Has high expectations for all learners and supports ākonga and whānau to achieve aspirations. ➤ Understands the importance of adaptive teaching and adopts a range of teaching strategies that are responsive to the needs of diverse learners. ➤ Values the importance of inclusion in the learning setting and engages in practices that support inclusion. ➤ Recognises the importance of emotional well-being of ākonga, and actively supports emotional competence through a range of appropriate strategies. ➤ Views ākonga as capable and confident and encourages them to take increasing responsibility for their learning and behaviour ➤ Supports ākonga to show respect and care for others. ➤ Knows how to support effective teaching interactions, co-construction and co-operative learner focussed activities (Tātaiako 1.1). ➤ Understands the notion of ‘teu le va’ or ‘va’ / where engagement is negotiated and agreed with Pacific learners and their parents, families and communities (Turu 2.8) <p>Other:</p>						
Areas of Strength:						
Next Learning Steps:						

Relevant Standard: Te Hoahoa Akoranga Design for learning Key Teaching Tasks:	Student has insufficient knowledge and skills to perform the task	Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.	Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement	The student is self-directed but still requires occasional guidance.	Student does this competently and accurately (in a supported environment).	Student does this competently and accurately
<ul style="list-style-type: none"> In designing learning finds ways to integrate as much as possible content and contexts that are relevant to the cultures, backgrounds and experiences of ākonga 						
<ul style="list-style-type: none"> Uses a range of assessment information as a basis for helping to decide on next steps for learning 						
<ul style="list-style-type: none"> Designs learning in ways that builds in sufficient flexibility to make adjustments in response to observation of ākonga engagement and success 						
<ul style="list-style-type: none"> Uses key curriculum, assessment and policy documents to guide the focus for learning. (e.g. national curricula documents, Tātaiako and Tapasā) 						
Potential Indicators						
<ul style="list-style-type: none"> Displays a good understanding of the principles, strands and goals of Te Whāriki/New Zealand Curriculum, discusses this with the AT and uses Te Whāriki/New Zealand Curriculum to design for learning Demonstrates a sound understanding of the role of play in supporting ākonga learning and designs and implements a range of play-based activities to support children's learning. Gathers information about ākonga interests, strengths, needs, dispositions, and working theories, from a variety of sources and uses this information to design for and assess ākonga learning in relation to appropriate learning outcomes. Incorporates multiple perspectives, both pākeke and ākonga, when designing and implementing the curriculum. Has accessed a range of Ministry of Education documents and resources and used these in their teaching and learning. Demonstrates understanding of subject content knowledge in relation to literacy, numeracy, science, ICT, the arts, social sciences, health and well-being, and uses this to inform teaching and design for learning. (Specific subject studies may be highlighted for focus for the secondary endorsement). Has the skills to use wānanga in the classroom/ECE service and in interactions with parents, whanau, hapū, iwi and the community (Tātaiako 1.3). <p>Articulates and demonstrates a teaching philosophy and approach that considers the holistic and collective aspects of Pacific learners, their parents and families and communities (Turu 3.5).</p> <p>Other:</p>						
Areas of Strength:						
Next Learning Steps:						

Relevant Standard: Te whakaakoranga Teaching Key Teaching Tasks:	Student has insufficient knowledge and skills to perform the task	Student has emerging knowledge and skills to perform the task but requires further direction and direct supervision.	Student has growing confidence in performing the tasks but needs frequent feedback that guides performance improvement	The student is self-directed but still requires occasional guidance.	Student does this competently and accurately (in a supported environment).	Student does this competently and accurately
<ul style="list-style-type: none"> • <i>Demonstrate and applies a sound understanding of a range of pedagogical approaches that support the learning of all ākonga.</i> 						
<ul style="list-style-type: none"> • <i>Provides learning focused feedback and support that enables ākonga to learn at an appropriate depth and pace</i> 						
<ul style="list-style-type: none"> • <i>Reflects openly and critically on impact of teaching and is able to identify what they need to change</i> 						
Potential Indicators						
<ul style="list-style-type: none"> ➤ Effectively uses critical reflection to improve their own teaching practices and is aware of the centre/schools’ review and evaluation processes contributing to these when appropriate. ➤ Draws on a wide range of effective teaching strategies in a purposeful and intentional way to support ākonga learning. ➤ Effectively supports learning through play. ➤ Uses and contributes a range of resources effectively and has developed a bank of resources for extending learning. ➤ Is able to engage in meaningful teaching interactions with individuals, small and large groups of ākonga. ➤ Uses questioning and commenting effectively to deepen and extend ākonga learning and engagement ➤ Has a wide range of skills, strategies and tools to actively facilitate successful learning for every Māori learner (Tātaiako 5.3). ➤ Actively seeks and adopts different, ethnic specific ways of instruction and working with Pacific learners, parents, their families and communities (Turu 3.6). <p>Other:</p>						
Areas of Strength:						
Next Learning Steps:						

Overall Practicum Summary – Kaiako Hāpai/Associate Teacher

Summary of particular strengths and contribution made to the education setting.

Aspects of practice to consider for further development.

Please describe how the student demonstrates the Code of Professional Responsibility, including: commitment to the Teaching Profession, Commitment to Learners, Commitment to Families and Whanau, and Commitment to Society, and their disposition for teaching (e.g., professionalism, time management, presentation).

We invite comments from others in the education setting who have supported the student teaching during the practicum (e.g., other team members, leadership).

Attendance: Please note any dates and times the student was absent.	Student Attestation: I have seen and review the comments provided.		MOE number: Associate Teacher:	
	Name:		Name:	
	Date:		Date:	
	Signature:		Signature:	

