

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 Ngaioatanga 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:						

Relevant Standard: Ngā Nononga Ngaio Professional Relationships 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"> 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 						
Potential Indicators						
<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>						
Areas of Strength:						
Next Learning Steps:						

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:						

<p>Relevant Standard: Te whakaakoranga Teaching</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"> • <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>						
<p>Areas of Strength:</p>						
<p>Next Learning Steps:</p>						

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:	