



KAIAKO HĀPAI (ASSOCIATE TEACHERS) HANDBOOK 2024

PROFESSIONAL PRACTICE – PRIMARY ENDORSEMENT

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	

OVERVIEW OF THIS HANDBOOK

This handbook is provided to all associate teachers (kaiako hāpai). 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: Practicum Forms and Documents

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 PROFESSIONAL PRACTICE COURSE COORDINATOR

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.

Ngā mihi mahana
Jasmine Hansen



NGĀ POU: TEACHING STAFF

PRIMARY ENDORSEMENT

Jasmine Hansen - contact Jasmine for all student-related queries and concerns		
TITLE:	Course Coordinator/Clinical Educator – Primary Endorsement	
CONTACT DETAILS:	Email: J.Hansen1@massey.ac.nz Phone: 06 356 9099 extn 84472 Mobile: 021536057	

KAIMAHI MATUA: KEY STAFF

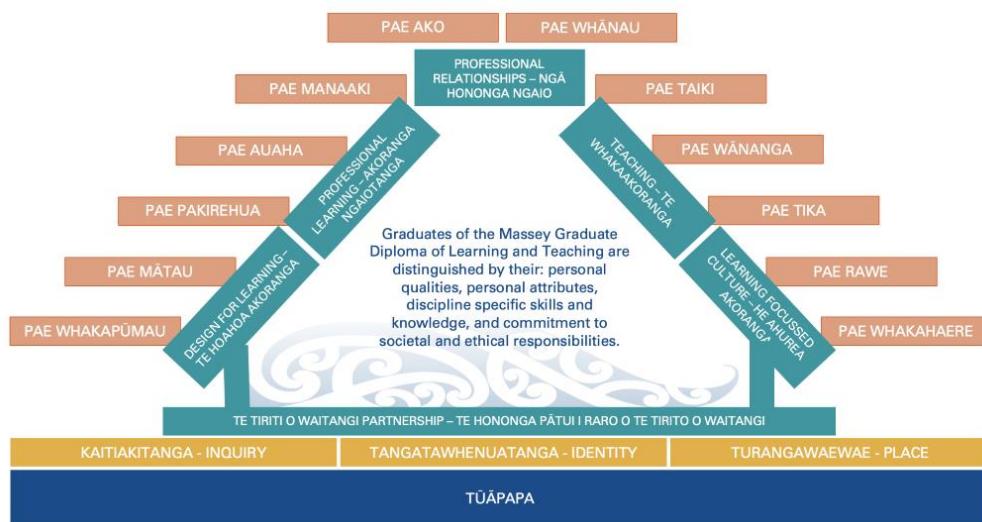
Janene Davidson – contact Janene for administration queries		
TITLE:	Senior Administrator – Primary Practicum and Selection	
CONTACT DETAILS:	Email: PrimaryPlacements@massey.ac.nz Phone DDI: 06 9516073 or Phone: 0800 627 739 ext 83073	

Melissa Chanyi – contact Melissa for any practicum payment queries		
TITLE:	Administration Team Lead	
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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 wharenu. The wharenu 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 PRACTICUM

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

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

PROGRAMME CALENDAR 2024

Weeks	Public Holidays	University Calendars		Schools				
Mon - Fri		IoE ITE Teaching Weeks	University Academic Year	Terms	PRIMARY Fulltime	PRIMARY Year 1 Part time	PRIMARY Year 2 Part time	LAT/ALT MODEL
01 Jan - 05 Jan			03 University opens					
8 Jan - 12 Jan								
15 Jan - 19 Jan								
22 Jan - 26 Jan	22 Wellington Annniv	1			Programme Starts			
29 Jan - 02 Feb	29 Auckland Annniv 29 Nelson Annniv	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 Annniv	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 Annniv 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 Annniv	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				
22 Apr - 26 Apr	25 ANZAC Day	12		School Holidays				
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				
15 Jul - 19 Jul		1	Semester 2begins	School Holidays				
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				
07 Oct - 11 Oct		11		School Holidays				
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						
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				

ECE
Primary
Secondary
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

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

We value honest feedback from kaihāpai-o-kura and kaiako hāpai. Associate teachers are not responsible for 'passing' or 'failing' students on practicum. Decisions about the outcome of 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.

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 hāpāi (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. This is to be completed and provided to the kaiako pitomata by the last day of practicum.

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 behaviours 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
Email: J.Hansen1@massey.ac.nz
Phone: 06 356 9099 extn 84472
Mobile: 021536057



Auckland & Northland
Louise Fitzgerald
Email: L.j.fitzgerald@massey.ac.nz
Phone: 09 2136641

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 co-ordinates these rōpū hāpai (community learning groups) and facilitates regular Zoom meetings. The kaihāpai also provides individual pastoral care and mentoring.

Jasmine Hansen



Melinda Dixon



Maria Dacre



Danielle Hodson



Louise Fitzgerald



Philippa Isom



Karen Mackay

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 assist the kaiako pitomata to:

- observe and interact with you and other kaiako around the school
- observe and engage in school routines
- observe ākonga and identify their individual learning needs, strengths and interests
- work with ākonga 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 ākonga, families and colleagues
 - teaching and meaningful interactions with ākonga
 - planning and assessment
- provide opportunities for your kaiako pitomata to work with individual ākonga, 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 email a copy (saved under the students name) to Primaryplacements@massey.ac.nz
- *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.

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 hāpāi, 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.

Attendance

Attendance is compulsory on all days. If kaiako pitomata are unable to attend (e.g. because of illness or other exceptional circumstance) they 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 and in consultation with the school.

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. You may need to negotiate the start and finish times with your kaiako pitomata with respect to the circumstances of your school. It is not appropriate to reduce the hours spent in the school 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

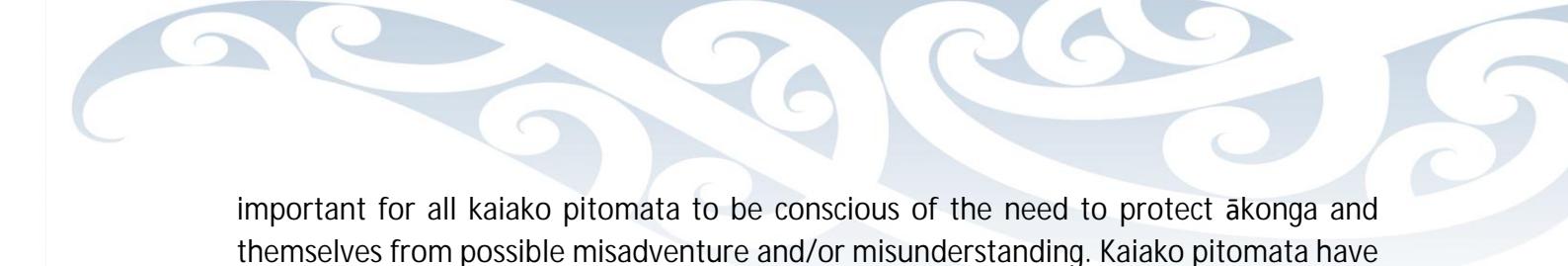
Kaiako pitomata are expected to follow the intent of the Privacy Act. In settings, permission must be obtained from a parent/guardian of any ākonga before any observation of that ākonga can occur (in some settings this is included in the consent given to kaiako to observe ākonga, you will need to discuss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

Confidentiality

- Ākonga names should not be used in any recordings made by kaiako pitomata.
- The kaiako 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 they do not discuss the setting, ākonga, kaiako or practices with any person outside of the setting.

Health and Safety

You may need to discuss health and safety policies and procedures with your kaiako pitomata. This may include considerations such as medications, first aid, sun safety and potential hazards. Please do speak to your kaiako pitomata if you have any concerns in relation to health and safety and notify them if you become aware of any hazards. It is



important for all kaiako pitomata to be conscious of the need to protect ākonga and themselves from possible misadventure and/or misunderstanding. Kaiako pitomata have been encouraged to speak or tend to ākonga in full view of other kaiako.

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 kaiako pitomata 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 kaiako hāpai and should not have direct responsibility of students.

EXPECTATIONS FOR PRACTICUM

PROFESSIONAL PRACTICE TASKS

- Kaiako pitomata have a range of task to help familiarise themselves with the school and the learners. These tasks include observation tasks and gathering information about policies, plans and the setting in general. Please help to support your student in the first week by discussing these documents and allowing time for observations.
- Each practicum, kaiako pitomata have set two professional goal and will be reflecting and gathering evidence to demonstrate their increased competence and understanding. It would be useful for you to be aware of what these were.
- We expect that kaiako pitomata will grow in confidence during their placement and take on more of teaching role during their time. The graphic below is an indication only if how this might look.

For example:

Prac 1A: In week 1 you might expect a kaiako pitomata to observe several lessons and take responsibility for one reading group, one maths group and perhaps be doing some pockets of whole class teaching (taking the roll and notices and reading a story). In week 2 they might take 2 groups and increase the opportunities for whole class teaching etc....

ADDITIONAL DOCUMENTATION

Kaiako pitomata are required to plan all teaching experiences using the Massey Template (prac 1A & 1B) or a planning template provided by the school (prac 2). They MUST be fully planned at all times to teach. No plan = No teach. We expect kaiako pitomata to be getting lesson plans to you in a timely manner to check and provide feedback where necessary. Please negotiate how you would like this in advance e.g. a week before, the day before etc..

Kaiako pitomata must also keep a teaching log during their practicum. This must be cited and signed by you to verify the teaching hours/days.



ASSESSMENT FOR PRACTICUM

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)

**Please complete the Practicum Progress Report electronically and provide a copy to Massey via your MyWiL portal and your kaiako pitomata. If you require a hard copy of the practicum handbook or associate teachers handbook please email primaryplacements@massey.ac.nz to request one.*

All information and documents are available on the dedicated website :

He ara ngaio he ara ako <https://masseyite.lms.net.nz/>

