Professional Practice Report Form

BEd (Teaching) EC

This form is used by Associate Teachers and Visiting Lecturers to provide **observation** **feedback** **and next steps** to Student Teachers against the criteria relating to the Teaching Council of Aotearoa New Zealand Code and Standards for the Teaching Profession.

The **Draft** **Key Teaching Practices** (KTPs) for the Bachelor of Education (Tchg) EC programme are the basis for assessment for each Standard. Specific indicators that unpack each KTP are provided in a separate document and are designed to describe specific observable practices in teaching contexts. Student Teachers are expected to provide evidence of having met the KTPs **by the end of their programme**.

There is a continuum along which you should indicate the progress of the student teacher with an X. **Please use the indicators provided for the particular Professional Practice (PP) placement that you are assessing the student on.** **Your explanatory comments for each Standard should clarify your assessment.**

The progress stages are:

* Competent with minimal support - means the Student Teacher demonstrates that they are meeting most or all the KTPs in a Standard with minimal support and guidance at the level expected at this stage of their programme.
* Satisfactory progress - means the Student Teacher demonstrates competence in most of the KTPs in a Standard with some support at the level expected at this stage of their programme.
* Continued support and development - means the Student Teacher requires significant direct support and guidance for some or all KTPs in a Standard at the level expected at this stage of their programme.

There is a space at the end of the report to indicate any significant concerns about the Student Teacher’s progress or performance in any of the Standards.

This report assesses the Student Teacher’s progress in the context of their PP. Student Teachers should demonstrate **satisfactory progress** against the Standards and most KTPs. Some Student Teachers may be at the **competent with minimal support** end of the continuum for some Standards. Where two or more Standards are assessed as needing **continued support and development**, the PP will be moderated by the Professional Practice Assessment Panel.

Please discuss this report with the Student Teacher. It is the responsibility of the Student Teacher to return completed forms back to the university.

**TE PUNA AKOPAI SCHOOL OF EDUCATION**

**Student Teacher:**

**Programme:**

**Centre:**

**Under twos/over twos:**

**This report was written by**:

Highlight one: Associate Teacher/Visiting Lecturer

**Name:**

**Date:**

**Signatures** (typing names here confirms that this report has been discussed with the Student Teacher and AT)

Student Teacher:

Report Writer:

Associate Teacher:

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|  | Within a supported environment and taking account of point in their programme, student teachers will: | **Observed evidence** | **Summary comment clarifying assessment** |
|  | **Te Tiriti o Waitangi Partnership ǀ Te Hononga Pātui i Raro o Te Tiriti o Waitangi**  |
| **Key Teaching Practices** | * Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm tamariki Māori as Māori
* Model the use of te reo, tikanga and Mātauranga-a-iwi in all aspects of the programme
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Professional Learning ǀ Akoranga Ngaiotanga** |
| **Key Teaching Practices** | * Provide evidence of ongoing critical reflection that enhances learning and wellbeing for ngā tamariki
* Collaborate with colleagues in respectful, open and critical professional discussions
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Professional Relationships ǀ Ngā Hononga Ngaio** |
| **Key Teaching Practices** | * Participate with a child, their whānau and colleagues in respectful dialogue
* Draw on the TCANZ values, code, and standards to address a professional or ethical dilemma
* Proactively apply strategies to meet professional responsibilities and enhance personal wellbeing
* Actively foster respectful relationships and listens carefully and responsively to children and whānau
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | Learning-Focused Culture ǀ He Ahurea Akoranga |
| **Key Teaching Practices** | * Demonstrate in-depth understanding of individual children’s ways of being, knowing, doing, and relating, and whānau contexts
* Explore diverse ways of working with Pacific peoples in order to sustain children’s languages, cultures and identities
* Draw on relevant resources, expertise, and professional learning opportunities to respond inclusively to support children’s wellbeing, learning, growth, and development
* Develop pedagogical approaches that address the affordances of the physical, emotional, and spiritual environments
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Design for Learning ǀ Te Hoahoa Akoranga** |
| **Key Teaching Practices** | * Carefully observes children’s interactions with people, places and things
* Intentionally draws on theory and research to inform analysis of observations, working in collaboration with teachers, whānau and children
* Provides a wide range of experiences that attune with and extend children’s interests
* Participate within a teaching team to draw upon the contribution of theory, research evidence, and the curriculum to inform pedagogical approaches
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Teaching ǀ Te Hoahoa Akoranga** |
| **Key Teaching Practices** | * Work with children in ways that support their wellbeing, learning, growth, and development
* Maintains an awareness of the wider environment whilst working with a group or individual child
* Works across the full range of the curriculum, engaging meaningfully with all children
 |  |  |
|  | Needs continued support and development | Satisfactory progress with some support | Competent and ready to teach with minimal support |
| X one box |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Within a supported environment and taking account of point in their programme, student teachers will: | **Observed evidence** | **Summary comment clarifying assessment**  |
| **Uphold the values and commitments of the Code of Professional Responsibility | Ngā Tikanga Matatika and Te Waharoa** |
| * Commitment to the teaching profession
* Commitment to learners
* Commitment to families and whānau
* Commitment to society
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| General Comment – Strengths & Suggestions for Development |
| Areas of strength | **Any areas of significant concern regarding progress or performance against any Standards**  |
| Suggestions for focus and development |