

**Teaching Experience Office**

**Conjoint Programme:  
Bachelor of Teaching (BTeach)**

**Teaching Experience TE 5  
Primary**

**28 May–29 June 2012**



**Faculty of Education**

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## Keeping in Touch

Victoria University Faculty of Education

04-463 9500

Louise Starkey  
Associate Dean:  
Primary and Secondary Education

04-463 9768  
**louise.starkey@vuw.ac.nz**

Jenny Horsley  
Academic Group Director  
BTeach Programme

04-463 9704  
**jenny.horsley@vuw.ac.nz**

Please contact the Programme Director or Coordinator for queries about student teachers or teaching experience requirements.

### Teaching Experience Office

Sally Selwood  
Manager  
04-463 9731

**sally.selwood@vuw.ac.nz**

Annalese Taylor  
Primary Administrator  
04-463 9506  
Fax: 04-463 9546  
**annalese.taylor@vuw.ac.nz**

### Postal Address:

Victoria University Faculty of Education, PO Box 17 310, Karori, Wellington 6147

### Street Address:

Donald Street, Karori, Wellington 6012

### Fax Number

04-463 9546

### Dates

#### Teaching Experience:

Monday 28 May 2012 to 29 June 2012

#### Associate Report:

The Associate is asked to discuss this with the student prior to the student leaving the school on 29 June but we recommend that this report is done no later than Wednesday 27 June.

#### Teaching Experience Material:

To be submitted with cover sheet to SEPP by Thursday 5 July 2012.

## Background Information

Student teachers have completed three years of study at Victoria University in their subject degree, including papers to 200 and 300 level in two curriculum areas.

Student teachers have completed the following in their BTeach qualification:

- five professional studies papers
- further papers in literacy, numeracy
- an introduction to all other curriculum areas.

Student teachers have had experience in aspects of building positive relationships; planning for effective teaching/learning; teaching strategies; preventative management and catering for diverse learners.

Prior to this Teaching Experience, student teachers have completed four teaching experience placements, the most recent four weeks in either a primary or secondary school with a major responsibility of 10 days. Previously they have spent two weeks in both a primary and secondary school working with groups and some previous time observing in both primary and secondary schools and a more substantial teaching experience of six weeks at the Year 7 and 8 level where they assumed major responsibility for a substantial period of time.

## Teaching Experience Overview

### Teaching Experience Requirements

Student teachers are asked to:

- plan, teach and assess a series of connected lessons for groups and the whole class, based on the associate teacher's unit planning
- use appropriate planning formats to customise planning provided by the associate teacher
- share learning intentions with students in daily practice, and provide focused feedback on learning
- **assume at least 12 days major responsibility over the 5 weeks. Not all these days have to be consecutive but it is ideal if at least 4 can be. Some of this time can be made up in half days too.**
- evaluate and reflect on developing practice, both personally and in collation with the associate teacher/s.

## Suggested Programme

(To ensure all requirements are met)

<p><b>Week 1</b></p>	<ul style="list-style-type: none"> <li>• Observations – classroom management, classroom organisation, monitoring and assessment, and resources</li> <li>• Complete Associate Teacher Observation forms in different situations</li> <li>• Begin planning and teaching with evaluations for 1–2 groups of students in English and Maths</li> <li>• Begin TE Log</li> <li>• Organise teaching experience folder</li> <li>• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (1)</li> </ul>
<p><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• Continue planning, teaching with evaluations in an increased number of groups. Manage whole class for short periods, eg. shared reading, routine tasks</li> <li>• Maintain teaching experience log</li> <li>• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (2)</li> <li>• Associate teacher to be guiding student teacher planning and preparation ready to begin teaching classes</li> <li>• Student teacher to discuss their lesson plans with Associate well in advance of the lesson and providing detailed plans for major responsibility period</li> <li>• Visiting lecturer visit late this week or early next week</li> </ul>
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>• Student teacher should be taking major responsibility for at least ½ days</li> <li>• Planning and teaching for a series of lessons using formative assessment. Daily evaluation of teaching across curriculum areas taught and evaluation of classroom management. Associate Teacher unit plans used for curriculum areas other than English and Maths</li> <li>• Preparing, teaching and evaluating first five days of major responsibility</li> <li>• Maintain teaching experience log</li> <li>• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (3)</li> <li>• Visiting Lecturer assessment visit during this week</li> </ul>
<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Student teacher should be taking major responsibility for a number of consecutive lessons and some consecutive days of teaching</li> <li>• Planning and teaching for a series of lessons using formative assessment. Daily evaluation of teaching across curriculum areas taught and evaluation of classroom management. Associate Teacher unit plans used for curriculum areas other than English and Maths</li> <li>• Preparing, teaching and evaluating second five days of major responsibility</li> <li>• Maintain teaching experience log</li> <li>• Associate Teacher Report completed by Wednesday and shared with student</li> <li>• Student gathers artefact evidence suitable for assessment tasks</li> <li>• 2<sup>nd</sup> visiting lecturer visit</li> </ul>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• Student teacher should be continuing major responsibility for at least 4 consecutive days (12 days major responsibility over the 5 weeks)</li> <li>• Planning and teaching for a series of lessons using formative assessment. Daily evaluation of teaching across curriculum areas taught and evaluation of classroom management. Associate Teacher unit plans used for curriculum areas other than English and Maths</li> <li>• Preparing, teaching and evaluating second five days of major responsibility</li> <li>• Maintain teaching experience log</li> <li>• Associate Teacher Report completed by Wednesday and shared with student</li> <li>• Student gathers artefact evidence suitable for assessment tasks</li> </ul>

## Planning for Learning

### Working towards the achievement objectives

You are required to help your students work towards the achievement objectives listed in the *New Zealand Curriculum*. The AO(s) should be noted in your lesson plan, without alteration. The examples in this material relates to a Level 3/4 Science AO:

- Students will ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations

Some learning areas have requirements in addition to the AOs. The connections to these requirements should be made clear in your lesson plan. All lesson planning should reflect the principles, values and key competencies dimensions of the *New Zealand Curriculum*.

In secondary contexts, and if there are no achievement objectives for your senior subject in the *New Zealand Curriculum*, you could use the *Teaching and Learning Guides* (<http://seniorsecondary.tki.org.nz/>) or the achievement standard and criteria as a basis for your lesson plan.

Your lesson plan should also provide information about where the students have come from in terms of their learning and where the next lesson will head.

You will need to discuss the long term goals with your associates. The department or syndicate scheme/long term plan outlines these goals.

### Setting the Goal for a Lesson

An AO is a large chunk of learning and may take months to achieve. A lesson plan breaks this objective down into a clear and manageable step in learners' progress towards the AO. There are a number of ways in which the goals for a lesson may be expressed. Sometimes learning outcomes are used for a whole unit and are further subdivided into learning intentions for individual lessons. Different teachers, schools and lecturers use a variety of approaches to goal-setting for a lesson. This is in response to particular needs, situations and curricula, and differences in educational philosophies. There is no one 'correct' approach.

For example:

- As a learning objective/outcome (an indication of how the learning will be measured) eg. "*Students will be able to **describe** and **explain** the earth's orbit around the sun*".
- As a learning intention (WALT): eg. "*Today **we are learning to** connect our experiences of the solar system with some science theory.*"
- As the main point of the lesson ('big idea', 'conceptual understanding') eg. "*Today we are learning **that** the earth moves in relation to the sun.*"

In whichever way the goals for learning are expressed, **they should have clear links to AOs and other curriculum requirements**. Use the language of the curriculum to help write learning goals for the lesson that are clear to students. Work towards co-constructing these goals with your students.

Ensure you share the lesson goals with your students: make the 'secret' of the lesson explicit right from the outset! This is a good time to establish the relevance of the lesson, that is, why the learning is important.

Students should be able to answer these questions:

- What are you learning?
- Why are you learning it?
- How are you getting on?

Learning experiences ('strategy', 'task', 'activity') are deliberately chosen to enable students to achieve the goals for the lesson. Each learning experience in your lesson plan must be connected **tightly** to a learning outcome, objective, intention or big idea.

## Creating and Sharing Success Criteria

Success criteria are succinct statements of what will count as success in relation to the learning goals for each lesson

Example:

- eg. "We will know we have succeeded/achieved the learning intention when we can explain how day and night are connected to the spin of the earth".

Counter-examples:

- eg. "We will know we have succeeded when we can write five facts about the solar system".
- eg. "We will know we have succeeded when we can work co-operatively to make models of the earth and the sun".

Ideally, success criteria are developed in discussion with students, but thinking through success criteria as you are planning is likely to improve the effectiveness of your lesson. Ask yourself "what am I looking for in the students' work?" Co-construct or communicate these WILFs with/to your students.

**Think like your students...will they be able to see how each activity is connected to the purpose and goals of the lesson?**

## Reflecting on the Learning

Remember to allow time in your lesson plan for evaluating the learning. This should occur after each activity (ie. in transitions) and at the end of the lesson. The success criteria for the learning experience/lesson are a vital basis for this discussion.

There are many strategies for reflecting on learning. The following are useful formative assessment questions that should be asked in some form each lesson.

- What have I learnt in this activity/lesson?
- How well have I met the success criteria?
- How do I know I have learnt?
- What are the next steps in my learning?

Consider the time devoted to reflecting on the learning in this skeleton lesson plan:

1/5 of lesson time	<b>Opening</b>	<ul style="list-style-type: none"> <li>• Hook-in or focussing activity</li> <li>• Recap on previous learning</li> <li>• Share or co-construct today's learning intentions and success criteria</li> <li>• Establish the relevance of the lesson</li> </ul>
3/5 of lesson time	<b>Engagement/ Sustaining</b>	<ul style="list-style-type: none"> <li>• Refer to the learning intention</li> <li>• Learning experience #1: describe how students will learn: what you will do, what the students will do</li> <li>• Reflect on success criteria</li> <li>• Refer to the learning intention</li> <li>• Learning experience #2: describe how students will learn: what you will do, what the students will do</li> <li>• Reflect on success criteria</li> </ul>
1/5 of lesson time	<b>Closing</b>	<ul style="list-style-type: none"> <li>• Reflect on today's learning: where have we got to?</li> <li>• Establish next steps for individuals and as a class</li> <li>• Fore-shadow the next lesson</li> </ul>

Formative assessment is a critical part of the learning process. Leave time in the lesson to discuss learning progress with your students.

### A useful checklist for Lesson Planning

- Are you able to track backwards from the learning experiences to the learning goals to the AOs and see a clear pathway?
- Have you planned for what your **learners** will be thinking and doing throughout this lesson (as opposed to what your role will be)?
- Could someone else follow this plan if you gave it to him or her?

Examples of lesson plans and a variety of blank planning documents are available on Blackboard.



## Associate Teacher's Responsibilities during Teaching Experience

- Induct the student into the school.
- Arrange a suitable programme for the student teacher (a suggested programme is on page 3).
- Provide support and guidance throughout the teaching experience. If you can 'talk aloud' the decisions that you make during or after the lesson, it will help them identify the management and organisational issues relevant to the particular class. It will also give insight into 'teacher decision-making' that may not always be obvious to a student teacher.
- Discuss with the student teacher the teaching expectations of the class(es) including when it is appropriate to withdraw from the room.

**Note:** The student teacher is under the Associate teacher's guidance however allowing the student to have full control of the class is expected provided the Associate is available nearby when necessary. If the associate teacher is away a relief teacher needs to be assigned to give guidance and support to the student teacher.

- Observe the student teacher teaching and complete a *Lesson Assessment of Student Teachers* form (page 17) at least once a week for weeks 1 to 4. (The Associate Teacher Report feedback should suffice for week 4.) The purpose of these observations is to provide formative feedback throughout the teaching experience.
  - Student teacher, in agreement with Associate Teacher, to choose 3–5 focus points (from back of form) for feedback.
  - Follow up discussion to feed forward into the next week's Lesson Assessment form. This provides further evidence of the student's ability to construct lessons with clear learning outcomes, and also to select activities that link to these outcomes.
- Ensure the student teacher is able to meet the teaching requirements.
- Provide advice to facilitate the requirements of assignments students are required to complete.
- Complete the Associate Teacher/Visiting Lecturer Report by the **Wednesday of week 5**. This will provide further feedback based on the Teachers Council Professional Standards.
  - complete all sections of the report
  - do not leave any categories as n/a
  - circle only one grading, do not span across two gradings
  - ensure that your comment matches the grade
  - to clarify your judgement please refer to the Associate Teacher/Visiting Lecturer Report form for the criteria for assessment form

## **Expectations of the Student Teacher**

The student teacher can be expected to:

- be fully prepared and planned for all teaching activities
- attend ALL teaching experience days, be punctual and prepared to attend school between the hours of 8.00am and 5.00pm
- be available for school meetings and co-curricular activities and to meet with their Associate Teacher as requested
- accept and seek teaching opportunities
- respect the professional expectations of the school
- observe all school policies and protocols including those relating to morning tea, photocopying, and the use of school resources and cell phones
- discuss their professional needs and strengths with the Coordinator and Associate Teacher/s. Planning must be approved by the Associate Teacher in advance of teaching
- participate in the life of the school: meetings, form class, co-curricular activities etc.
- be familiar with and manage the teaching experience documentation and ensure all requirements are fully met
- discuss with the School Coordinator/Principal any difficulties regarding classes or Associate Teacher
- take responsibility for their own learning and ensure that their time in school is fully utilised, either in completing Faculty requirements or following the advice and instructions of their Associate Teachers
- inform the School Coordinator and Associate Teacher of any sickness or other leave before 8.00am
- liaise with visiting lecturers and inform Associate Teacher/s, the School Coordinator and the School Office of visits
- provide Associate Teachers with blank Lecturer and Associate Report forms early in the teaching experience
- on completion of teaching experience 1, submit appropriate forms to the SEPP (School of Educational Psychology and Pedagogy) Office.

## **Attendance on Teaching Experience**

- Student teachers are expected to attend all the days of teaching experience for their programme of study.
- Leave will not be granted to undertake regular paid employment.
- Student teachers will attend fully for the duration of the teaching experience. Extended absence (ie. one week or more) must be discussed with the Academic Group Director as it may mean the teaching experience will have to be extended, repeated or lead to the failure of the teaching experience.
  - If an absence is unavoidable due to illness, the student teacher must make contact with the Associate Teacher to inform them of their absence before 8.00am and also advise the Teaching Experience Centre on 04-463 9506.
  - If the student teacher has class teaching responsibilities, it is essential that the Associate Teacher is advised in sufficient time to be prepared to take over the teaching that day.
  - If, on the day of absence, the Visiting Lecturer observation is to take place, the Teaching Experience Centre must also be notified by 8.00am so that the Visiting Lecturer can be informed of the absence.
  - Be responsible to then make another time for the Visiting Lecturer's observation.

## **Assessment of Teaching Experience**

Teaching experiences are a mandatory requirement of the BTeach programme and must be passed. It is graded as a pass or fail only. Information on the student's ability to achieve teaching experience learning outcomes in schools is reported by the Associate Teacher(s) and Visiting Lecturer(s). Decisions regarding pass/fail of a teaching experience are made by the Faculty of Education, considering all the reports from Associate Teachers and Visiting Lecturers.

## **Failing a Teacher Experience**

Where a student teacher is assessed as not having satisfactorily met the criteria for the teaching experience they will also fail the associated course EPSY 331 course. They will need to discuss their progress and ongoing enrolment in the programme with the Programme Director. Such student teachers may be given the opportunity to repeat the programme when it is next offered (usually the next year) at the discretion of the Associate Dean. Students will be notified in writing of areas requiring development to be successful.

## **Visiting Lecturers**

Student teachers will receive at least one visit from a Victoria University Faculty of Education lecturer during this teaching experience. The purpose of the visit is to provide the student with constructive feedback to promote professional development. The feedback from this visit will also be used in the assessment of the TE. The Visiting Lecturer will need to observe the student teacher demonstrating their ability to meet the requirements of teaching experience. They are required to be managing and teaching the whole class for this Visiting Lecturer visit.

## **New Zealand Teachers Council Requirements**

Graduates of a teacher education programme are expected to meet the Graduating Teacher Standards of the New Zealand Teachers Council (see page 12).

The student teacher should demonstrate at all times high standards of trustworthiness, honesty, reliability, sensitivity and compassion, respect for others, imagination, enthusiasm and dedication, communication and sound physical and mental health. A person who is *fit to be a teacher* requires the personal qualities to operate in the classroom, the school, the community and the teaching profession.

Details are available on [www.teacherscouncil.govt.nz](http://www.teacherscouncil.govt.nz)

## New Zealand Teachers Council

### Graduating Teacher Standards: Aotearoa New Zealand

<p><b>Professional Knowledge</b></p> <p><b>Know what to teach:</b></p> <ul style="list-style-type: none"> <li>• have content knowledge appropriate to the learners and learning areas of their programme</li> <li>• have pedagogical content knowledge appropriate to the learners and learning areas of their programme</li> <li>• have knowledge of the relevant curriculum documents of Aotearoa New Zealand</li> <li>• have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.</li> </ul> <p><b>Know about learners and how they learn:</b></p> <ul style="list-style-type: none"> <li>• have knowledge of a range of relevant theories and research about pedagogy, human development and learning</li> <li>• have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation</li> <li>• know how to develop metacognitive strategies of diverse learners</li> <li>• know how to select curriculum content appropriate to the learners and the learning context.</li> </ul> <p><b>Understand how contextual factors influence teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners</li> <li>• have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand</li> <li>• have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.</li> </ul>
<p><b>Professional Practice</b></p> <p><b>Use professional knowledge to plan for a safe, high quality teaching and learning environment:</b></p> <ul style="list-style-type: none"> <li>• draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating</li> <li>• use and sequence a range of learning experiences to influence and promote learner achievement</li> <li>• demonstrate high expectations of all learners, focus on learning and recognise and value diversity</li> <li>• demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role</li> <li>• use te reo Māori me ngā tikanga-a-iwi appropriately in their practice</li> <li>• demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.</li> </ul> <p><b>Graduating Teachers use evidence to promote learning:</b></p> <ul style="list-style-type: none"> <li>• systematically and critically engage with evidence to reflect on and refine their practice</li> <li>• gather, analyse and use assessment information to improve learning and inform planning</li> <li>• know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.</li> </ul>
<p><b>Professional Values &amp; Relationships</b></p> <p><b>Develop positive relationships with learners and the members of learning communities:</b></p> <ul style="list-style-type: none"> <li>• recognise how differing values and beliefs may impact on learners and their learning</li> <li>• have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities</li> <li>• build effective relationships with their learners</li> <li>• promote a learning culture which engages diverse learners effectively</li> <li>• demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.</li> </ul> <p><b>Committed members of the profession:</b></p> <ul style="list-style-type: none"> <li>• uphold the New Zealand Teachers Council Code of Ethics</li> <li>• have knowledge and understanding of the ethical, professional and legal responsibilities of teachers</li> <li>• work cooperatively with those who share responsibility for the learning and wellbeing of learners</li> <li>• are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.</li> </ul>

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## Forms for Teaching Experience

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**Note:** The student teacher will have copies of all the forms you require this list is for information only you do not need to photocopy any of these forms



## Faculty of Education

### Teaching Experience Log

Name: \_\_\_\_\_

School \_\_\_\_\_

Dates \_\_\_\_\_

#### Key

T: Teaching                      O: Observation  
S: Shared Teaching          P: Preparation  
D: Discussion

This log is for you to keep track of the hours you spend on practicum. It will be used by your professional studies lecturer in discussion after practicum.

#### Week One

Period	Date	9am– morning break	10.45am– lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

#### Week Two

Period	Date	9am– morning break	10.45am– lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

**Week Three**

<b>Period</b>	<b>Date</b>	<b>9am– morning break</b>	<b>10.45am– lunch</b>	<b>After lunch 1</b>	<b>After lunch 2</b>	<b>Other</b>
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

**Week Four**

<b>Period</b>	<b>Date</b>	<b>9am– morning break</b>	<b>10.45am– lunch</b>	<b>After lunch 1</b>	<b>After lunch 2</b>	<b>Other</b>
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

**Week Five**

<b>Period</b>	<b>Date</b>	<b>9am– morning break</b>	<b>10.45am– lunch</b>	<b>After lunch 1</b>	<b>After lunch 2</b>	<b>Other</b>
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						





Faculty of Education

**Bachelor of Teaching Programme****Observation of Associate Teacher by Student Teacher**

Subject: \_\_\_\_\_ Year Level: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

1. How does the teacher begin the lesson?
2. How does the teacher communicate the purposes of the lesson to students?
3. What has the teacher had to do to plan for the lesson? What resources are used?
4. How does the teacher make links to the lessons that have preceded this one or to the curriculum or to other subjects?
5. How does the teacher divide up and manage the time? What activities do the students do within the lesson? How does the teacher move them on from one activity to another?

- 
6. How does the teacher deal with students who are off-task? How does the teacher deal with breaches of school conduct (eg. jewellery, uniforms, bags, radios etc.)?
  
  7. How does the teacher establish and maintain a 'presence' in the classroom?
  
  8. How is the lesson concluded? What instructions are given? How does the teacher prepare for what they have to do next?
  
  9. How does the teacher introduce the focus for learning?
  
  10. How does the teacher assist the students to reflect on the learning they have achieved?
  
  11. How does the teacher assist students to identify the next steps for learning?

**Note:**

It is important to discuss the content of this observation with your Associate Teacher in accordance with Professional Conduct Guidelines.

**Confidentiality:**

*"Student teachers must treat with confidentiality information relating to pupils or parents. As a visitor in the school they must treat with confidentiality, responsibility and integrity, any school information to which they have gained access."*



Faculty of Education

**Bachelor of Teaching Programme****Lesson Assessment of Student Teachers by Associate Teacher**

This assessment sheet is for feedback to the student teacher by Associate Teachers or peers. It is the responsibility of the student teacher to bring completed forms back to Faculty with them at the end of the TE. **Take a photocopy of this form for your own use. Week: 1 2 3 4**

**Student Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Date** \_\_\_\_\_ **Subject and Level** \_\_\_\_\_ **No of Students** \_\_\_\_\_

Please assess competence against the graduate teaching standards/indicators included on next page.

**Student teacher to choose 3–5 indicators which they would like to have assessed for this lesson.**

**Agreed observation focus (student teacher to complete)**

**Areas of Strength**

**Areas for Development – including what the student teacher needs to do, how they can do this and when they will next be given feedback on their progress.**

**Assessor Signature:**

**Student Teacher Signature:**

Focus	(choose 3-5 only) S = Strong C= Competent D= Developing U = Urgent action required	S	C	D	U
	<b>Standard 1: Know what to teach</b>				
	Planning and evaluation demonstrates acquisition of appropriate content knowledge				
	Selects content with regard to the learners				
	Engages the learners with the learning intentions and success criteria				
	Establishes appropriate links to curriculum documents				
	Planned learning experiences follow a logical sequence				
	Identifies gaps in own knowledge and carries out necessary learning to gain the knowledge needed				
	<b>Standard 2: know about learners and how they learn</b>				
	Plans learning experiences appropriate for the learners including those with English as an additional language				
	Uses a range of appropriate teaching strategies to successfully motivate and involve learners throughout lesson				
	Questions are used to promote critical and creative thinking				
	Plans learning experiences which include collaborative group and peer learning.				
	Explains classroom practice with reference to learning theories				
	Learning experiences incorporate time for learners to reflect on and identify their next steps				
	Shows passion for teaching and learning				
	<b>Standard 3: understand how contextual factors influence teaching and learning</b>				
	Incorporates elements of te reo and tikanga Māori into classroom practices				
	Integrates te ao Māori (the Māori world) into learning experiences				
	Offers support and assistance to all learners				
	Explains selection of learning experiences in to take account of learner's interests and socio-cultural contexts				
	Incorporates local knowledge into teaching and learning				
	<b>Standard 4: use professional knowledge to plan for a safe, high quality teaching &amp; learning environment</b>				
	Maintains an awareness of all learners whilst working with a group/individual				
	Uses effective strategies for dealing with off task behaviour				
	Is seen to have firm, fair and consistent classroom management strategies				
	Clearly shows they are "in charge" in the classroom				
	Is respected by the students as a teacher				
	Engages students immediately from the start of the lesson				
	Maintains classroom routines throughout				
	Effectively structures and paces learning experiences to maximise learning				
	Clearly ends lessons with established procedures for leaving the classroom				
	Integrates digital technologies into learning experiences				
	Selects resources that enhance student learning				
	Facilitates effective student learning through collaborative groups				
	Maintains an awareness of all learners whilst working with a group/individual				
	Uses effective strategies for dealing with off task behaviour				
	Is seen to have firm, fair and consistent classroom management strategies				
	<b>Standard 5: use evidence to promote learning</b>				
	Uses assessment information to plan appropriate learning experiences				
	Chooses appropriate assessment strategies				
	Verbal and written feedback to learners is descriptive and aligned to learning focus				
	Constructs clear success criteria and shares them with learners				
	Monitors the learning that is occurring during learning experiences				
	<b>Standard 6: develop positive relationships with learners and the members of learning communities</b>				
	Has an effective classroom presence				
	Makes students aware of impact of their learning and behaviour on others in the class				
	Develops positive relationships with students that show mutual respect				
	Relates well to students of all cultures offering support and assistance to all				
	Relates well to colleagues				
	Understands that Māori parents, whanau, hapu and iwi have expertise in their own right				
	<b>Standard 7: are committed members of the profession</b>				
	Engages in discussion with AT/VL about teaching decisions and student learning progress				
	Shows initiative and a desire to improve their performance				
	Acts professionally all the time				



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Bachelor of Teaching Programme

Information Sheet for Visiting Lecturers

Please attach this sheet to your lesson plan and give it to the lecturer before your class.

Name of Student: ..... Date: .....

Name of Lecturer: ..... School: .....

Name of Associate: .....

Subject: ..... Topic: .....

Class: ..... Duration and Time of Lesson: .....

Outline of knowledge of class (how many times observed/taught; profile of class)

Four horizontal lines for writing the outline of knowledge of class.

The place of this lesson in the unit. Number of lessons preceding this lesson, numbers following. Brief outline of unit

Four horizontal lines for writing the place of this lesson in the unit.

What I would like you to comment on

Four horizontal lines for writing what to comment on.

Anything else you should know

Two horizontal lines for writing anything else to know.



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BTeach

## TEACHING EXPERIENCE 5 Associate Teacher/Visiting Lecturer Report

Student Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Year Level/s taught: \_\_\_\_\_

This report was written by: \_\_\_\_\_

Associate teacher/Visiting Lecturer  
*(circle one)*

Date \_\_\_\_\_

Number of days absent: \_\_\_\_\_

Signatures:

Student Teacher:

Visiting Lecturer:

Or

Associate Teacher:

Please assess the student teacher against the criteria relating to the New Zealand Teachers Council Graduating Teacher Standards using the scale provided.

**Your explanatory comment should clarify your assessment.**

**Assessment Scale:**

**Strong (S) should be circled if the student teacher demonstrates that they are working beyond a competent level for most of the listed indicators in a standard.**

**Competent (C) should be circled if the student teacher demonstrates competence in most or all of the listed indicators in a standard.**

**Further Development Required (FDR) should be circled if the student teacher is working below the competent level in most of the listed indicators.**

**Urgent Attention Required (UAR) should be circled where there are serious concerns that student teacher is not meeting the indicators.**

Please discuss this report with the student teacher prior to the conclusion of the Teaching Experience. **It is the responsibility of the student teacher to bring completed forms back to university at the end of Teaching Experience.**

<b>Professional knowledge</b>			
<i>Graduating Teachers will:</i>	<i>Observed evidence</i>	<b>Summary comment clarifying assessment decision and suggestions</b>	<b>Assessment Circle one</b>
<b>Standard 1: know what to teach</b>			<b>S C FDR UAR</b>
<b>Standard 2: know about learners and how they learn</b>			<b>S C FDR UAR</b>
<b>Standard 3: understand how contextual factors influence teaching and learning</b>			<b>S C FDR UAR</b>

<b>Professional Practice</b>			
<b>Graduating Teachers will:</b>	<i>Observed evidence</i>	<b>Summary comment clarifying assessment decision and suggestions</b>	<b>Assessment Circle one</b>
<b>Standard 4: use professional knowledge to plan for a safe, high quality teaching and learning environment</b>			<b>S C FDR UAR</b>
<b>Standard 5: use evidence to promote learning</b>			<b>S C FDR UAR</b>
<b>Professional Values and Relationships</b>			
<b>Standard 6: develop positive relationships with learners and the members of learning communities</b>			<b>S C FDR UAR</b>



<b>Professional Values and Relationships (continued)</b>			
<i>Graduating Teachers will:</i>	<i>Observed evidence</i>	<b>Summary comment clarifying assessment decision and suggestions</b>	<b>Assessment Circle one</b>
<b>Standard 7: are committed members of the profession</b>			<b>S C FDR UAR</b>
<b>General Comment – Strengths &amp; Suggestions for Development</b>			
<b>Areas of strength</b>			
<b>Suggestions for focus and development</b>			

Please note if the spaces are not sufficient please feel free to add other pages or download electronic version at [vuw.ac.nz/education/](http://vuw.ac.nz/education/) and click Associate Teacher heading.

## INDICATORS FOR TEACHING EXPERIENCE 5 for Associate Teachers and Visiting Lecturers

Competent	Strong – Competent Plus:
<b>Standard 1 – Know what to teach</b>	
<ul style="list-style-type: none"> <li>• Planning and evaluation demonstrates acquisition of appropriate content knowledge</li> <li>• Selects content with regard to the learners</li> <li>• Engages the learners with the learning intentions and success criteria</li> <li>• Establishes appropriate links to curriculum documents</li> <li>• Planned learning experiences follow a logical sequence</li> <li>• Identifies gaps in own knowledge and carries out necessary learning to gain the knowledge needed</li> </ul>	<ul style="list-style-type: none"> <li>• Subject content is taught through a series of sequential well planned learning experiences</li> <li>• Justifies content selection with regard to learners</li> <li>• Planning and evaluation demonstrates acquisition of appropriate content knowledge</li> <li>• Learning experiences are developed with specific needs of class in mind</li> </ul>
<b>Standard 2 – know about learners and how they learn</b>	
<ul style="list-style-type: none"> <li>• Plans learning experiences appropriate for the learners including those with English as an additional language</li> <li>• Uses a range of appropriate teaching strategies to successfully motivate and involve learners throughout the lesson</li> <li>• Questions are used to promote critical and creative thinking</li> <li>• Plans learning experiences which include collaborative group and peer learning.</li> <li>• Explains classroom practice with reference to learning theories</li> <li>• Learning experiences incorporate time for learners to reflect on and identify their next steps</li> <li>• Shows passion for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plans learning experiences to suit the individual needs of all learners including those with English as an additional language</li> <li>• Uses range of teaching strategies to successfully motivate and focus students on learning</li> <li>• Effectively uses questions to promote student critical or creative thinking</li> <li>• Responds to learners in ways that promote metacognition</li> <li>• Uses relevant learning theories to inform and improve classroom practice</li> <li>• Responds to learners in ways that promote learning</li> </ul>
<b>Standard 3 – understand how contextual factors influence teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Incorporates elements of te reo and tikanga Māori into classroom practices</li> <li>• Integrates te ao Māori (the Māori world) into learning experiences</li> <li>• Offers support and assistance to all learners</li> <li>• Explains selection of learning experiences in to take account of learner's interests and socio-cultural contexts</li> <li>• Incorporates local knowledge into teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes positive relationships with learners that show mutual respect</li> <li>• Justifies selection of learning experiences in terms of contextual factors</li> <li>• Demonstrates flexibility in response to classroom, school, local national or global events</li> </ul>
<b>Standard 4 – use professional knowledge to plan for a safe, high quality teaching and learning environment</b>	
<ul style="list-style-type: none"> <li>• Maintains an awareness of all learners whilst working with a group/individual</li> <li>• Uses effective strategies for dealing with off task behaviour</li> <li>• Is seen to have firm, fair and consistent classroom management strategies</li> <li>• Clearly shows they are "in charge" in the classroom</li> <li>• Is respected by the students as a teacher</li> <li>• Engages students immediately from the start of the lesson</li> <li>• Maintains classroom routines throughout</li> <li>• Effectively structures and paces learning experiences to maximise learning</li> <li>• Clearly ends lessons with established procedures for leaving the classroom</li> <li>• Integrates digital technologies into learning experiences</li> <li>• Selects resources that enhance student learning</li> <li>• Facilitates effective student learning through collaborative groups</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of appropriate strategies to manage behaviour</li> <li>• Engages students in learning from start of lesson</li> <li>• Students clearly demonstrate that they know what the teacher expects from them</li> <li>• Motivates and inspires students</li> <li>• Digital tools are integrated seamlessly into teaching and learning processes</li> <li>• Interactions with students are focused on learning</li> </ul>
<b>Standard 5 – use evidence to promote learning</b>	
<ul style="list-style-type: none"> <li>• Uses assessment information to plan appropriate learning experiences</li> <li>• Chooses appropriate assessment strategies</li> <li>• Verbal and written feedback to learners is descriptive and aligned to learning focus</li> <li>• Constructs clear success criteria and shares them with learners</li> <li>• Monitors the learning that is occurring during learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Records, analyses, and uses assessment information to inform teaching and student learning pathways</li> <li>• Chooses assessment strategies appropriate to both learners and content</li> <li>• Involves learners in constructing appropriate success criteria</li> <li>• Learners can articulate and explain what they have learnt and their next learning steps</li> </ul>
<b>Standard 6 – develop positive relationships with learners and the members of learning communities</b>	
<ul style="list-style-type: none"> <li>• Has an effective classroom presence</li> <li>• Makes students aware of impact of their learning and behaviour on others in the class</li> <li>• Develops positive relationships with students that show mutual respect</li> <li>• Relates well to students of all cultures offering support and assistance to all</li> <li>• Relates well to colleagues</li> <li>• Understands that Māori parents, whanau, hapu and iwi have expertise in their own right</li> </ul>	<ul style="list-style-type: none"> <li>• Inspires students with their passion for learning</li> <li>• Proactively makes students aware of the impact of their actions on others</li> <li>• Is respected by colleagues</li> <li>• Develops a positive relationship with each student</li> <li>• Demonstrates a willingness to develop positive relationships with Māori parents, whanau, hapu and iwi.</li> </ul>
<b>Standard 7 – are committed members of the profession</b>	
<ul style="list-style-type: none"> <li>• Engages in discussion with AT/VL about teaching decisions and student learning progress</li> <li>• Shows initiative and a desire to improve their performance</li> <li>• Acts professionally all the time</li> <li>• Makes a contribution to staff/department/syndicate meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion with AT/VL include justification/validation of teaching decisions and actions</li> <li>• Shows initiative and a strong desire to improve their performance</li> <li>• Is polite and courteous and offers assistance/support to AT and colleagues as appropriate</li> <li>• Participates in school events beyond the classroom context</li> </ul>



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**Bachelor of Teaching Programme****Summary of Associate Teacher and Visiting Lecturer Assessment**

Students are asked to collate the number of Strong, Competent, Further Development Required or Urgent Action needed scores from their Visiting Lecturer and Associate teacher Reports.

This form is to be filled out by the student  
This page should immediately follow the cover sheet  
ie. appear as page 2 in the material returned to SEPP

	Professional Knowledge Standard 1	Professional Knowledge Standard 2	Professional Knowledge Standard 3	Professional Practice Standard 4	Professional Practice Standard 5	Professional Values & TE Standard 6	Professional Values & TE Standard 7
Associate 1							
Associate 2 *							
Lecturer 1							
Lecturer 2*							

\*Only if you have more than one Associate or Visiting Lecturer

**Total number of days absent during teaching experience:** \_\_\_\_\_

Signed Student: \_\_\_\_\_

**This page should be page 2 immediately following your cover sheet when handing in your Teaching Experience material.**



Faculty of Education

Bachelor of Teaching Programme

## Teaching Experience 5 Cover Sheet

**Staple all forms together in top left corner with the cover sheet.  
Do not put in a clear file or any other folder**

This material is to be submitted to SEPP Office (MA308)  
**by Thursday 5 July 2012**

Victoria University Faculty of Education  
PO Box 17 310, Karori, Wellington 6147 or courier Donald Street, Karori, Wellington

**Note: this material cannot be emailed it must be hand delivered, couriered or posted in.**

**Student's Name:**

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**EPSY 331 Tutor's Name:**

**Tutor Group:**

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**PRIMARY/SECONDARY**  
(circle one)

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Please include **original** copies of the following:

- |  |                          |
|--|--------------------------|
| Lesson Assessments of Student Teacher (at least 4)   | <input type="checkbox"/> |
| Associate Teacher Report(s) (one per Associate Teacher)  | <input type="checkbox"/> |
| Visiting Lecturer Report 1   | <input type="checkbox"/> |
| TE Log   | <input type="checkbox"/> |
| Summary of Associate Teacher and Visiting Lecturer Assessment<br>(this must be page 2 immediately following cover sheet) | <input type="checkbox"/> |

**Student's Signature:** \_\_\_\_\_

**Students should keep a copy of all original forms for their own records**

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(OFFICE USE ONLY)

Date Reports Received:



Faculty of Education

## Bachelor of Teaching Programme

### Teaching Experience Folder Requirements

The folder is a professional document that should be available at all times for Associate Teacher/s and Visiting Lecturer/s. The folder should be presented in a logical and tidy format with dividers and clear content headings.

#### **Obtain or complete:**

- class lists/class description
- observations
- classroom organisation/timetables
- classroom management
- lesson planning, teaching and evaluating/long term/unit plans.

#### **Class Lists and Description**

Include notes that demonstrate your knowledge of the learners in your class/es.

#### **Observations**

Observations in the first week of teaching experience assist student teachers to gain understanding about how the school and in particular, their Associate Teacher's classroom works. These observations ensure that established routines and practices are continued by the student teacher so that the classroom programme continues.

Information gained from observations of Associate Teachers need to be filed in your folder.

#### **Classroom Organisation and Time tables**

- Make a plan of the classroom/s, eg. seating plans and notes on the use of space and resources that assist student learning.
- Describe key aspects of classroom environment, eg. wall displays, whiteboards, charts, learning areas.
- Describe key aspects of the classroom environment/s that cater for the diversity of learners.
- Include class timetable.

#### **Planning**

Keep your planning and Associate Teacher's unit plans, long term plans etc in organised sections dated and in sequence by learning areas.

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**Classroom Management Strategies and Approaches**

1. How do Associate Teacher/s gain attention, ask students to move, maintain an acceptable level of noise? What other routines are operating?
2. How do Associate Teacher/s develop the students' self esteem, eg. giving responsibility, opportunities for success in their learning, sharing expectations, positive comments, non-verbal signals, reward systems?

Describe ways in which the Associate Teacher/s ensure that the students have equal opportunities to learn and participate in the classroom. Consider the gender, language, cultural background and special learning needs of students when answering this.