

**Faculty of Education
Te Whānau o Ako Pai**

Teaching Experience Office

Teaching Experience 1 Handbook

Graduate Diploma of Teaching (Primary)

Trimester 1, 2012

For Students and Associate Teachers



Faculty of Education

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Keeping in Touch

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Teaching Experience Office

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Dates

Teaching Experience:

Monday 26 March – Friday 25 May 2012

Interim Report:

Due Thursday 5 April 2012 (prior to the holidays)

Final Report:

Your Associate is asked to discuss this with you prior to you leaving the school on 25 May but we recommend that this report is done no later than Wednesday 23 May.

Teaching Experience Material:

To be submitted with cover sheet to SEPP by Thursday 31 May 2012.

Conceptual framework

The Graduate Diploma of Teaching recognises the relationship between theory and practice and emphasises the importance of graduates being confident, capable and competent classroom practitioners. In total there are 14 weeks of teaching experience during which student teachers will experience two different contexts within their teaching specialisation (eg. mixed age, year levels, decile ratings, large, small, co-educational, single sex, rural, city).

The first Teaching Experience (TE) is important in the process of student teachers re-defining their identities as teachers, rather than students, and enabling them to observe teachers and learners and take opportunities to help learners in the setting. The student teachers are very much learners themselves at this stage and need mentoring, encouragement, support and direction by the Associate Teacher to enable them to grow into the role of competent teacher.

Student teachers will be required to undertake a period of major responsibility for a class or classes. Student teachers are also required to plan and teach learning activities in collaboration with Associate Teachers. For student teachers a crucial element of the TE concerns their ability to develop warm, reciprocal and responsive relationships with learners, together with effective, professional relationships with teaching colleagues and, where appropriate, with parents and whānau.

The assignment requirements for each TE emerge from the courses within which each TE is nested. In addition, student teachers may participate in online forum discussions with their student colleagues and course tutors.

Associate Teachers provide feedback throughout the TE and give a summative assessment of the student's teaching at the end of the period. University staff will visit during the TE also, to observe teaching and provide formative feedback to the student as well as making summative assessments. Assessments are made against clearly specified Graduating Teacher Standards as set out by the New Zealand Teachers Council.

TEs are organised by the Faculty of Education Teaching Experience Office. Close relationships with schools through Principals, School Coordinators and Associate Teachers allows the TE Office to monitor student teachers' progress during the teaching experiences and to pass on any difficulties arising to the appropriate channels so that additional support can be provided to both the Associate Teacher and the student teacher should it be necessary.

The decision as to whether the student teacher has passed the TE is determined by the University based on all the evidence from Associate Teachers' and Visiting Lecturers' summative reports.

Integrating Themes in the Graduate Diploma of Teaching Programmes

Several key themes are woven through the Graduate Diploma of Teaching programme. Two such themes focus on Māori and Pasifika learners and learning, particularly in terms of the implications for teaching practice and student achievements.

The *Treaty of Waitangi*, with a particular focus on the implications for teacher practice of the principles of partnership, protection and participation, is studied in both historical and contemporary environments. Rawiri Toia, Te Kura Māori, has suggested the following as an underpinning framework for the Graduate Diploma of Teaching:

Mauri Oho – Awakening of the person inside

He tangata to tu, He tangata ano to Rongo – in between the awakening

Mana Tangata – Physical elements of who I am, as a collective being

Ma te huruhuru te manu ka rere – it is by means of the feathers that the bird flies

Mana Whenua – Our relationships as people

He kura te tangata – the person is the vessel

The three concepts, and their associated whakatauki, are introduced and explained to student teachers early in their programme. They remain as active reference points throughout the programme.

Throughout the Graduate Diploma of Teaching student teachers also develop their understanding of practices relevant to the efficacy and success of diverse Pasifika students; strategies which have been found in the past not to have always been used appropriately or at all. These include valuing and including Pasifika cultures, respectful relationships with students, their families and communities and interactive teaching strategies (Education Review Office, 2006; Ministry of Education, 2007, Waitere-Ang, 2005).

Teaching Experience Overview

TE Requirements

Student teachers need to:

1. plan for, teach, assess and evaluate lessons in a range of curriculum areas. It is important that they take every opportunity to be fully active in the activities of the classroom and school
2. complete a **minimum of five days major responsibility** for the class. These days need not be consecutive, depending on class/school programmes
3. maintain a TE folder as outlined in the appendix. The folder will be developed during the TE. The folder needs to be available for the Associate Teacher and the Visiting Lecturer
4. submit an interim report by email to the TE Centre (annalese.taylor@vuw.ac.nz) on 5 April 2011.
5. gather information while on TE so that the assignments can be completed
6. complete the *TE Log* (page 16) showing how they have met the minimum teaching requirements for TE 1
7. submit the following forms with the cover sheet to the SEPP Office on the completion of their TE:
 - Lesson assessment of student teacher forms completed by Associate Teacher (one per week for weeks 1–6)
 - Associate Teacher Report Form
 - Visiting Lecturer Report Form
 - TE Log
 - Summary of Assessment sheet

The following table is a suggested progression toward meeting these requirements:

Suggested Teaching Experience Programme

(To ensure all requirements are met)

Week 1	<ul style="list-style-type: none"> • Arrange a regular weekly meeting time with Associate and student teacher. • Observations – classroom management, classroom organisation, monitoring and assessment, and resources. • Complete Associate Teacher Observation forms in different situations. • Begin planning and teaching with evaluations for 1–2 groups of students in English and Maths. • Begin TE Log. • Organise TE folder. • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (1). 	
Week 2	<ul style="list-style-type: none"> • Continue planning, teaching with evaluations in an increased number of groups. Manage whole class for short periods, eg. shared reading, routine tasks. • Maintain TE log. • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (2). • Interim report completed electronically and emailed to TE Office: annalese.taylor@vuw.ac.nz • Continue to self evaluate. • Meet with your AT weekly to discuss your progress and goals. 	
School holidays for 2 weeks		
Week 3	<ul style="list-style-type: none"> • Continue planning, teaching with evaluations in English and Maths with multiple groups and/or class. Begin to participate in other curriculum areas noting how the Associate Teacher plans. • Maintain TE log. • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (3). • Meet with your AT weekly to discuss your progress and goals. 	
Week 4	<ul style="list-style-type: none"> • Student sets Personal and Professional Goals for the next four weeks of TE. • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (4). • Meet with your AT weekly to discuss your progress and goals. 	<ul style="list-style-type: none"> • 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. • Maintain TE Log. • Preparing, teaching and evaluating five days of major responsibility. • Visiting Lecturer assessment visit during weeks 5, 6 or early week 7. • Student gathers artefact evidence suitable for assessment tasks.
Week 5	<ul style="list-style-type: none"> • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (5). Meet with your AT weekly to discuss your progress and goals 	
Week 6	<ul style="list-style-type: none"> • Associate Teacher to complete lesson assessment of student teacher and share with student teacher (6). • Meet with your AT weekly to discuss your progress and goals. 	
Week 7	<ul style="list-style-type: none"> • Associate Teacher Report completed by Wednesday and shared with student. • Meet with your AT weekly to discuss your progress and goals. 	

Lesson Planning, Teaching and Evaluating

It is expected that student teachers will begin to take a role in teaching a group as close to the start of the TE as possible. This means that they should be involved in planning, preparing and implementing aspects of the teaching and learning programme with guidance from Associate Teachers.

It is acceptable for student teachers to be working alongside the Associate Teacher. However student teachers are expected to develop greater independence and to provide their own lesson plans prior to teaching. We expect student teachers to take every opportunity to practise and fine tune their planning and teaching.

Before taking a lesson or series of lessons the student teacher needs to give careful consideration to:

- the objectives of the lesson, the learning intentions and success criteria
- what material will be used and how it will be presented
- the pace of the lesson and what activities may be used
- how to deal with students who do not understand the concepts
- class management
- feedback and feed forward.

The lesson needs to be evaluated by student teachers so that teaching practices are reviewed, future planning can be fine tuned to cater for what has just been taught, and the next learning steps for students are identified.

Visiting Lecturers will want to see evidence of this planning and evaluation during their visit. It should include any relevant assessments and assessment data that have been used to inform planning.

Planning for Learning

Working towards the Achievement Objectives

Student teachers are required to help students work towards the Achievement Objectives (AO(s)) listed in the *New Zealand Curriculum*. The AO(s) should be noted in the 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 as indicated in the *New Zealand Curriculum*.

The 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.

Discuss the long term goals with the Associate Teacher. The School or syndicate scheme/long term plan outlines these goals.

Setting the Goals 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, 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***".

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.

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.

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

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 Plans

- 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?

Associate Teacher's Responsibilities during Teaching Experience

- Induct the student into the school unless already done by the School Coordinator.
- Negotiate a regular weekly meeting time with the student teacher and during that meeting time guide them to identify key areas to work on, to regularly evaluate their progress and set new goals.
- Arrange a suitable programme for the student teacher (a suggested programme is on page 5).
- Provide support and guidance throughout the TE.
- 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 20) at least once a week for weeks 1 to 6. The purpose of these observations is to provide formative feedback throughout the TE.
 - 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.
- Complete the *Summary of Progress* – weeks 1–2 (page 19) which will be emailed to you in **Week 2 and email back by Thursday 5 April 2012 (prior to the holidays)**
- 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 7**. 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

Contact the TE Office early if you have concerns about the student teacher or their ability to meet the teaching requirements.

Expectations of the Student Teacher

The student teacher can be expected to:

- be fully prepared and planned for all teaching activities
- attend ALL TE 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 negotiated at least weekly
- 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, co-curricular activities etc.
- be familiar with and manage the TE documentation and ensure all requirements are fully met
- discuss with the School Coordinator/Principal any difficulties regarding classes or Associate Teacher. Contact the TE Office or the Academic Group Director early if problems persist.
- 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 TE
- submit *Interim Report* (page 22) by 5 April to TE Office annalese.taylor@vuw.ac.nz
- on completion of TE 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 TE 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 TE. Extended absence (ie. one week or more) must be discussed with the Academic Group Director as it may mean the TE will have to be extended, repeated or lead to the failure of the TE.
 - 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 TE 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 TE 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.

Visiting Lecturers

Student teachers will receive at least one visit from a Victoria University Faculty of Education lecturer during this first TE. 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 wish to consult with the Associate Teacher to discuss the student's progress however this is often done after the observation in order to maintain objectivity.

The Visiting Lecturer will need to observe the student teacher demonstrating their ability to meet the requirements of TE1. They are required to be managing and teaching the whole class.

The order of events will be discussed with the Associate, the student teacher and the Visiting Lecturer on arrival and a plan decided on including whether the Associate teacher will remain in the class during the observation or not.

Assessment of Teaching Experience

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

Failing a Teaching Experience

Where a student teacher is assessed as not having satisfactorily met the criteria for the TE they will also fail the associated course ESPY 302. They will need to discuss their progress and ongoing enrolment in the programme with the Academic Group 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. A student teacher may only have a maximum of three TEs throughout the duration of their entire programme.

Professional Development Mentoring (PDM) Programme

Student teachers are encouraged to regularly interact with their PDM group throughout their TE.

Assignments

Student teachers have copies of their assignments. However their first priority on TE is to the classroom programme. The assignments may require them to gather data while in schools but they should not have to be working actively on the assignment during the TE as they are not due in until after completion of the TE.

New Zealand Teachers Council Requirements

At the completion of the Graduate Diploma of Teaching, student teachers who intend teaching the following year are required to apply for provisional registration with the New Zealand Teachers Council Registration which requires that a teacher:

- is of good character
- is fit to be a teacher
- is satisfactorily trained to teach
- is likely to be a satisfactory teacher.

Graduates of a teacher education programme are expected to meet the Graduating Teacher Standards of the New Zealand Teachers Council (see page 14).

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

New Zealand Teachers Council

Graduating Teacher Standards: Aotearoa New Zealand

Professional Knowledge

Know what to teach:

- have content knowledge appropriate to the learners and learning areas of their programme
- have pedagogical content knowledge appropriate to the learners and learning areas of their programme
- have knowledge of the relevant curriculum documents of Aotearoa New Zealand
- have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Know about learners and how they learn:

- have knowledge of a range of relevant theories and research about pedagogy, human development and learning
- have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation
- know how to develop metacognitive strategies of diverse learners
- know how to select curriculum content appropriate to the learners and the learning context.

Understand how contextual factors influence teaching and learning:

- have an understanding of the complex influences that personal, social and cultural factors may have on teachers and learners
- have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand
- have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Use professional knowledge to plan for a safe, high quality teaching and learning environment:

- draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating
- use and sequence a range of learning experiences to influence and promote learner achievement
- demonstrate high expectations of all learners, focus on learning and recognise and value diversity
- demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role
- use te reo Māori me ngā tikanga-a-iwi appropriately in their practice
- demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Graduating Teachers use evidence to promote learning:

- systematically and critically engage with evidence to reflect on and refine their practice
- gather, analyse and use assessment information to improve learning and inform planning
- know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Develop positive relationships with learners and the members of learning communities:

- recognise how differing values and beliefs may impact on learners and their learning
- have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities
- build effective relationships with their learners
- promote a learning culture which engages diverse learners effectively
- demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Committed members of the profession:

- uphold the New Zealand Teachers Council Code of Ethics
- have knowledge and understanding of the ethical, professional and legal responsibilities of teachers
- work cooperatively with those who share responsibility for the learning and wellbeing of learners
- are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

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 Academic Group Director in discussion after practicum.

Week One

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Two

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Three

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Four

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Five

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Six

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Week Seven

Period	Date	9.00 to morning break	10.45 to lunch	After lunch 1	After lunch 2	Other
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

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

Graduate Diploma of Teaching Primary**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 5 6**

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:

	Key S = Strong C= Competent D= Developing U = Urgent Action Required	S	C	D	U
Standard 1 – Know what to teach					
Identifies aspects to strengthen own content knowledge					
Identifies important/key aspects of content					
Content taught is at an appropriate level for learners					
Planning includes appropriate learning intentions and success criteria					
Planning links learning to curriculum documents					
Standard 2 – know about learners and how they learn					
Plans learning experiences to suit the individual needs of learners including those with English as an additional language					
Teaching strategies motivate and involve learners for most of the lesson					
Uses a range of questioning strategies					
Responds appropriately to learners’ answers					
Sets expectations for learning					
Applies learning theories to planning and delivery					
Standard 3 - understand how contextual factors influence teaching and learning					
Uses student names, pronounced correctly					
Interacts positively with learners of all cultures					
Selects learning experiences to take account of learners’ interests and socio-cultural contexts					
incorporates some elements of te reo and tikanga Māori into classroom practices					
Standard 4 - use professional knowledge to plan for a safe, high quality teaching and learning environment					
Learners demonstrate that they know what is expected of them in terms of learning and behaviour					
Speaks clearly and appropriately					
Demonstrates effective listening skills					
Writes clearly on whiteboard, digital presentations are clear, relevant and readable from all parts of the classroom					
Praises and encourages students appropriately					
Demonstrates an awareness of all learners whilst working with a group/individual					
Shows some effective strategies for dealing with off-task behaviour					
Attempts to manage classroom in a positive, firm and fair manner					
Has a clear and engaging beginning to lessons					
Uses classroom routines for managing learner and classroom resources					
Manages transitions between learning activities appropriately					
Structures and paces lessons appropriately with good time management					
Concludes lessons appropriately and leaves room in a neat and tidy condition					
Uses group learning activities where appropriate in teaching					
Groups mostly achieve their tasks within the given timeframe					
Provides some assistance to each group according to needs					
Standard 5 - use evidence to promote learning					
Gathers assessment information to inform planning					
Uses a range of assessment tasks/activities					
Verbal and written feedback to learners relates to their individual learning					
Constructs success criteria					
Listens to what learners say and uses this to inform teaching practices.					
Standard 6- develop positive relationships with learners and the members of learning communities					
Shows passion for teaching and learning					
Is developing an effective classroom presence					
Makes students aware of impact of their learning and behaviour on others in the class					
Demonstrates respect for students					
Relates well to students of all cultures offering support and assistance to all					
Demonstrates respect for colleagues					
Standard 7 -are committed members of the profession					
Realistic self-evaluations					
Accepts constructive criticism and learns from it					
Is punctual, reliable, responsible and respects confidentiality of both students and colleagues					
Shows initiative and seeks advice and guidance					
Demonstrates appropriate professional behaviour					
Attends staff and department meetings					



Faculty of Education

Graduate Diploma of Teaching Primary
Interim Report Teaching Experience One
 Completed by student teacher

Student Teacher _____ School _____

Date _____

Please complete this form electronically and email to TE Centre annalese.taylor@victoria.ac.nz by Thursday 5 April 2012

Please read your lesson assessments completed by your Associate Teacher(s) (weeks 1–2). Summarise your progress and plans:

Progress during first 2 weeks:

Areas of Strength:

Areas for Development:

Development plan, including what the you need to do in the next 5 weeks, and how you will do this:



Faculty of Education

Graduate Diploma of Teaching Primary

Summary of Progress: Weeks 1–2 Teaching Experience One

(Associate Teacher to complete)

THIS FORM WILL BE EMAILED TO YOU SO YOU CAN RESPOND
Email to annalese.taylor@vuw.ac.nz

Due Thursday 5 April 2012

School _____ Date _____

Associate Teacher _____

Student Teacher	Progress	Comments <i>(Outline successes. If there are concerns please detail actions taken so far)</i>
	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Concerns	



Faculty of Education

Graduate Diploma of Teaching Primary

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)

.....
.....
.....

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

.....
.....
.....

What I would like you to comment on

.....
.....
.....

Anything else you should know

.....
.....
.....



Faculty of Education

Graduate Diploma of Teaching
Early Childhood, Primary and Secondary

TEACHING EXPERIENCE 1 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.

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

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

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

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

INDICATORS FOR TEACHING EXPERIENCE 1 for Associate Teachers and Visiting Lecturers

Competent	Strong – Competent plus:
Standard 1 – Know what to teach	
<ul style="list-style-type: none"> • Identifies aspects to strengthen own content knowledge • Identifies important/key aspects of content • Content taught is at an appropriate level for learners • Planning includes appropriate learning intentions and success criteria • Planning links learning to curriculum documents 	<ul style="list-style-type: none"> • Planning and evaluation demonstrates acquisition of appropriate content knowledge • Selects content with regard to the learners • Plans motivational learning intentions and success criteria. • Establishes appropriate links to curriculum documents
Standard 2 – know about learners and how they learn	
<ul style="list-style-type: none"> • Plans learning experiences to suit the individual needs of learners including those with English as an additional language • Teaching strategies motivate and involve learners for most of the lesson • Uses a range of questioning strategies • Responds appropriately to learners' answers • Sets expectations for learning • Applies learning theories to planning and delivery 	<ul style="list-style-type: none"> • Plans learning experiences to suit the individual needs of most learners including those with English as an additional language • Uses a range of appropriate teaching strategies to successfully motivate and involve learners throughout the lesson • Questions focus or enhance student thinking processes • Plans lessons and uses groups to suit the individual needs of most learners • Responds to learners in ways that promote learning and independence • Explains classroom practice with regard to learning theories
Standard 3 – understand how contextual factors influence teaching and learning	
<ul style="list-style-type: none"> • Uses student names, pronounced correctly • Interacts positively with learners of all cultures • Selects learning experiences to take account of learners' interests and socio-cultural contexts • Incorporates some elements of te reo and tikanga Māori into classroom practices 	<ul style="list-style-type: none"> • Offers support and assistance to all learners • Explains how contextual factors influence the selection of learning experiences • Integrates te ao Māori (the Māori world) into learning experiences
Standard 4 – use professional knowledge to plan for a safe, high quality teaching and learning environment	
<ul style="list-style-type: none"> • Learners demonstrate that they know what is expected of them in terms of learning and behaviour • Speaks clearly and appropriately • Demonstrates effective listening skills • Writes clearly on whiteboard, digital presentations are clear, relevant and readable from all parts of the classroom • Praises and encourages students appropriately • Demonstrates an awareness of all learners whilst working with a group/individual • Shows some effective strategies for dealing with off-task behaviour • Attempts to manage classroom in a positive, firm and fair manner • Has a clear and engaging beginning to lessons • Uses classroom routines for managing learner and classroom resources • Manages transitions between learning activities appropriately • Structures and paces lessons appropriately with good time management • Concludes lessons appropriately and leaves room in a neat and tidy condition • Uses group learning activities where appropriate in teaching • Groups mostly achieve their tasks within the given timeframe • Provides some assistance to each group according to needs 	<ul style="list-style-type: none"> • 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 manages transitions between activities in lessons • Effectively structures and paces lesson to maximise learning • Clearly ends lessons with established procedures for leaving the classroom • Engages students through whiteboard use, digital presentations and resources/handouts that effectively enhance learning • Seeks opportunities to use group learning activities to enhance learning • Groups collaborate effectively and focus on learning • Assists all groups appropriately
Standard 5 – use evidence to promote learning	
<ul style="list-style-type: none"> • Gathers assessment information to inform planning • Uses a range of assessment tasks/activities • Verbal and written feedback to learners relates to their individual learning • Constructs success criteria • Listens to what learners say and uses this to inform teaching practices. 	<ul style="list-style-type: none"> • Uses assessment information to ensure learning experiences are appropriate to learners' needs • Chooses appropriate assessment strategies • Verbal and written feedback to learners is specific and identifies next learning steps • Constructs clear success criteria and shares them with learners
Standard 6– develop positive relationships with learners and the members of learning communities	
<ul style="list-style-type: none"> • Shows passion for teaching and learning • Is developing an effective classroom presence • Makes students aware of impact of their learning and behaviour on others in the class • Demonstrates respect for students • Relates well to students of all cultures offering support and assistance to all • Demonstrates respect for colleagues 	<ul style="list-style-type: none"> ▪ Enthuses others with their passion for teaching and learning ▪ Has an effective classroom presence ▪ Develops positive relationships with students that show mutual respect ▪ Develops positive working relationships with colleagues
Standard 7 – are committed members of the profession	
<ul style="list-style-type: none"> • Realistic self-evaluations • Accepts constructive criticism and learns from it • Is punctual, reliable, responsible and respects confidentiality of both students and colleagues • Shows initiative and seeks advice and guidance • Demonstrates appropriate professional behaviour • Attends staff and department meetings • Is polite and courteous with requests 	<ul style="list-style-type: none"> ▪ Engages in discussion with AT/ML over teaching decisions and actions ▪ Shows initiative and a strong desire to improve their performance ▪ Acts professionally all the time ▪ Makes a contribution to staff/department/syndicate meetings ▪ Contributes to school in a meaningful way ▪ Endeavours to 'fit in' and become part of the school

Summary of Associate Teacher and Visiting Lecturer Assessment

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

This form is to be filled out by the student and attached to the TE material that is returned to SEPP office. 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 TE: _____

Signed Student: _____

This page should be page 2 immediately following your cover sheet when handing in your TE material.



Faculty of Education

Graduate Diploma of Teaching

Teaching Experience 1 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**

All students (online and campus 31 **May 2012**
Victoria University Faculty of Education P O 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:

EPSY 302 Tutor's Name:

Tutor Group:

PRIMARY/SECONDARY

(circle one)

CAMPUS/ONLINE

(circle one)

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

- Lesson Assessments of Student Teacher (at least 6)
- Associate Teacher Report(s) (one per Associate Teacher)
- Visiting Lecturer Report 1
- Teaching Experience Log
- Summary of Associate Teacher and Visiting Lecturer Assessment
(this must be page 2 immediately following cover sheet)
- Catechetical Studies Report (if relevant)

Student's Signature: _____

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

(OFFICE USE ONLY)

Date Reports Received:



Graduate Diploma in Teaching Primary

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 TE 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.

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.

Planning

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