

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

Graduate Diploma of Teaching (Secondary)

Teaching Experience 1

Graduate Diploma of Teaching (Secondary)

Trimester 1, 2012

For Students and Associate Teachers



Faculty of Education

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Keeping in touch

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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 (TE) 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 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 are required to plan and teach learning activities in collaboration with Associate Teachers and to undertake a period of major responsibility for a class or classes. 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. Faculty of Education 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 TE Office. Close relationships with schools through Principals, School Coordinators and Associate Teachers allows the TE Office to monitor student teachers' progress during the TEs 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 and are considered by student teachers as part of their final reflective statement in their e-portfolios.

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 for students

Student teachers need to:

1. Plan for, teach, assess and evaluate lessons in their curriculum areas. It is important that they take every opportunity to be fully active in the activities of the classroom and school.
2. Teach a **minimum of 40 lessons over the seven-week period, including one week of 10–12 lessons.**
3. Complete the TE (TE) log and summary to show how they have met the minimum teaching requirements for TE 1.
4. Submit an interim report via email after the second week to the TE Office.
5. Submit the following forms with the appropriate cover sheet to the SEPP Office (School of Educational Psychology and Pedagogy) on the completion of their TE:
 - Lesson Assessment of Student Teacher forms completed by one Associate Teacher per week (one form per week for weeks 1–6)
 - Associate Teacher Report forms (one for each Associate Teacher)
 - Visiting Lecturer Report form
 - TE Log
 - Summary of Associate Teacher and Visiting Lecturer Assessments

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

Suggested Teaching Experience Programme Outline

Week 1	<ul style="list-style-type: none">• Negotiate regular meeting time to review progress• Observations – classroom management, classroom organisation, monitoring and assessment, and resources.• Complete Associate Teacher Observation forms.• Begin planning and shared teaching, taking responsibility for at least one teaching activity within a lesson.• Begin TE log.• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (1).	
Week 2	<ul style="list-style-type: none">• Begin teaching lessons, at least one full lesson this week.• 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 Ali.richardson@vuw.ac.nz	
School holiday for two weeks		
Week 3	<ul style="list-style-type: none">• Continue regular meetings to review progress and give feedback• Continue planning, teaching and evaluating.• Maintain TE Log.• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (3).	
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).	<ul style="list-style-type: none">• Continue regular meetings with Associate to review progress and give feedback.• Planning and teaching for a series of lessons using formative assessment and a variety of teaching strategies.• Preparing, teaching and evaluating 10–12 timetabled lessons in one week.• Maintain TE Log.• Visiting Lecturer assessment visit during weeks 4 5, or 6.• Student gathers artefact evidence suitable for assessment tasks.• Complete TE self-evaluation.
Week 5	<ul style="list-style-type: none">• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (5).	
Week 6	<ul style="list-style-type: none">• Associate Teacher to complete lesson assessment of student teacher and share with student teacher (6).	
Week 7	<ul style="list-style-type: none">• Associate Teacher Report form completed by Wednesday and shared with student.	

Lesson Planning, Teaching and Evaluating

It is expected that student teachers will begin to take a role in teaching a group in appropriate curriculum areas 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 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
- pace of the lesson and what activities may be used
- how to deal with students who do not understand the concepts
- class management
- feed back 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 4/5 Science AO:

All lesson planning should reflect the principles, values and key competencies as indicated in the *New Zealand Curriculum*.

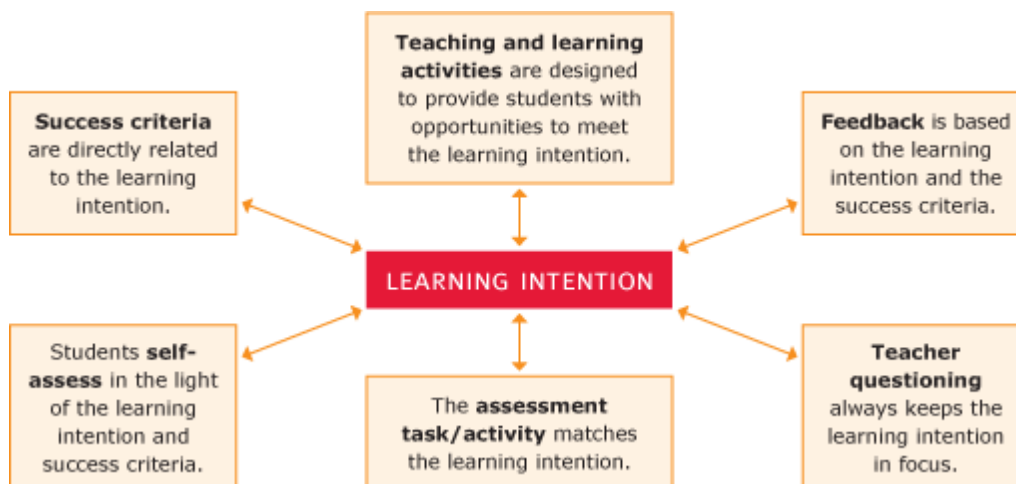
If there are no achievement objectives for senior subjects in the *New Zealand Curriculum*, use the *Teaching and Learning Guides* (<http://seniorsecondary.tki.org.nz/>) or the achievement standard and criteria as a basis for the lesson plan.

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 associates. The department scheme/long term plan outlines these goals.

Setting the Goals for a Lesson

When planning teachers think carefully about the goal of the lesson (learning intention) and how the goal is achieved (success criteria).



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. Different teachers, schools and lecturers use a variety of approaches to goal-setting for a lesson. The goals may be referred to as learning intentions, or learning outcomes, or big idea. 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**. Write learning goals for the lesson that **are clear to students**. Work towards co-constructing these goals with the students.

Ensure the lesson goals are shared with the students. 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 the 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:

- “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:

- “We will know we have succeeded when we can write five facts about the solar system.”
- “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 while planning will improve the effectiveness of the lesson. Ask the question “**what am I looking for** in the students’ work?” Co-construct or communicate these WILFs with/to the 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 the lesson plan for evaluating the learning with the 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?

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

Tasks for Associate Teacher during Teaching Experience 1

- 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 Teacher 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 Lesson Assessment of Student Teacher's forms at least once a week for weeks 1–6. 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 which will be emailed to you in **Week 2 and email back by Thursday 5 April 2012 (prior to the school 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 and their ability to meet the teaching requirements.

Expectations of the Student Teacher while on Teaching Experience

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 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 actively collect data needed to complete assignments set for TE and ensure all requirements are fully met
- discuss with the School Coordinator/Principal any difficulties regarding classes or Associate Teacher(s)
- 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 Coordinator and Associate Teachers 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
- on completion of TE 1, submit appropriate forms to SEPP Office (School of Educational Psychology and Pedagogy).

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 Teacher, 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 EPSY 302. They will need to discuss their progress and ongoing enrolment in the programme with the Academic Group Director. These 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
- Course1
- 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.

Teaching Experience Forms

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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	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Two

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Three

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Four

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Five

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Six

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Week Seven

Period	1	2	3	4	5	6	Other
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Summary

Associate Teacher	Class and Subject	Total Hours (include meeting times)	Hours Taught

Student Teacher Signature



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Graduate Diploma of Teaching**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."



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Graduate Diploma of Teaching**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 Secondary**Interim Report Teaching Experience One**

Completed by student teacher
(this form is emailed to you so not in your bundle of papers)

Student Teacher _____ **School** _____

Date _____

Please complete this form electronically and email to TE Office ali.richardson@vuw.ac.nz

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 Secondary**Summary of Progress: Weeks 1–2 Teaching Experience One**

(Associate Teacher to complete)

(this form is emailed to you so not in your bundle of papers)

School _____ Date _____

School Coordinator/School Liaison _____

Student Teacher and Associate Teacher/s name	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	
	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Concerns	
	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Concerns	
	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Concerns	
	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Concerns	



Faculty of Education

Graduate Diploma of Teaching
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 Teacher:

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

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:

Graduate Diploma of Teaching Early Childhood, Primary and Secondary

TEACHING EXPERIENCE 1 Associate Teacher/Visiting Lecturer Report

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 TE. It is the responsibility of the student teacher to bring completed forms back to university at the end of TE.

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

<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

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/VL 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 *							
Associate 3*							
Associate 4*							
Lecturer 1							
Lecturer 2*							

*only if you have more than one Associate or Visiting Lecturer

Total number of days absent during TE: _____

Signed Student Teacher signature _____

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 based) submit to SEPP Office (MA 308)
by Thursday 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) | <input type="checkbox"/> |
| Associate Teacher Report(s) (one per Associate Teacher) | <input type="checkbox"/> |
| Visiting Lecturer Report 1 | <input type="checkbox"/> |
| TE Log and Summary | <input type="checkbox"/> |
| Summary of Associate Teacher and Visiting Lecturer Assessment
(this must be page 2 immediately following cover sheet) | <input type="checkbox"/> |
| Catechetical Studies Report (if relevant) | <input type="checkbox"/> |

Student's Signature: _____

Students should keep a copy of all original forms for their own records-----
(OFFICE USE ONLY)

Date Reports Received: