Teaching Experience—HANDBOOK

For Student and Associate Teachers

Faculty of Education

Te Whānau o Ako Pai
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Summary of Expectations: Quick Reference

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<tr>
<th>Student Teacher</th>
<th>Associate Teacher</th>
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<tbody>
<tr>
<td>• Dress appropriately.</td>
<td>• Make time on first or second day to discuss student teacher Associate Teacher agreement.</td>
</tr>
<tr>
<td>• Be punctual.</td>
<td>• Complete one formal observation a week and give the form to the student in a timely manner.</td>
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<tr>
<td>• Participate fully in all school activities including duty and meetings.</td>
<td>• Raise concerns about progress towards reaching competency early so that there are no surprises with the final report.</td>
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<tr>
<td>• Plan for learning and provide this planning to AT in advance as agreed.</td>
<td>• Students who are given more than 2 FDR’s on their final report should be aware that they are not yet reaching competency.</td>
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<tr>
<td>• Gather and document evidence of teaching effectiveness.</td>
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<tr>
<td>• Let the AT know in plenty of time if you are away ill.</td>
<td></td>
</tr>
<tr>
<td>• Notify the TE office of any absence 04 463 9506 or <a href="mailto:Trudy.boyd@vuw.ac.nz">Trudy.boyd@vuw.ac.nz</a></td>
<td></td>
</tr>
</tbody>
</table>

Forms

Forms can be found https://www.victoria.ac.nz/education/teaching-experience-office/forms-and-handbooks

Concerns

Contact Sally Selwood at the Teaching Experience Office early if you have concerns about the student teacher, their progress or their ability to meet their teaching requirements.

Abbreviations List

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full</th>
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<tbody>
<tr>
<td>AT</td>
<td>Associate Teacher</td>
</tr>
<tr>
<td>AO</td>
<td>Achievement Objective</td>
</tr>
<tr>
<td>GTS</td>
<td>Graduating Teacher Standards</td>
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<tr>
<td>NZC</td>
<td>New Zealand Curriculum</td>
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<tr>
<td>SC</td>
<td>School Coordinator</td>
</tr>
<tr>
<td>TE</td>
<td>Teaching Experience</td>
</tr>
<tr>
<td>VL</td>
<td>Visiting Lecturer</td>
</tr>
</tbody>
</table>
Contacts

<table>
<thead>
<tr>
<th>Teaching Experience Office</th>
<th>Postal Address: Victoria University Faculty of Education Teaching Experience Office PO Box 600 Wellington 6140</th>
<th>Courier Address: Teaching Experience Office 813 Murphy Victoria University Kelburn Parade Wellington 6012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager and Secondary Administrator</td>
<td>Sally Selwood T: 04-463 9731 e: <a href="mailto:sally.selwood@vuw.ac.nz">sally.selwood@vuw.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>Cheryl Cooper T: 04-463 9557 e: <a href="mailto:cheryl.cooper@vuw.ac.nz">cheryl.cooper@vuw.ac.nz</a></td>
<td>Trudy Boyd T: 04-463 9506 e: <a href="mailto:trudy.boyd@vuw.ac.nz">trudy.boyd@vuw.ac.nz</a></td>
</tr>
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</table>

Faculty of Education

<table>
<thead>
<tr>
<th>Programme Director</th>
<th>Dayle Anderson T: 04-463 9630 e: <a href="mailto:dayle.anderson@vuw.ac.nz">dayle.anderson@vuw.ac.nz</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Office</td>
<td>T: 04-463 9500</td>
</tr>
<tr>
<td>Student Administration Office</td>
<td>e: <a href="mailto:education@vuw.ac.nz">education@vuw.ac.nz</a></td>
</tr>
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</table>

Dates

<table>
<thead>
<tr>
<th>Days in Schools</th>
<th>Each Thursday</th>
<th>2 August 9 August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Experience:</td>
<td></td>
<td>13 August to 28 September</td>
</tr>
<tr>
<td>Summary of progress/Interim Report</td>
<td></td>
<td>24 August</td>
</tr>
<tr>
<td>Associate Teacher Final Report</td>
<td>Associate Teachers are asked to discuss the final report with the student before they leave the school.</td>
<td>28 September 2018</td>
</tr>
<tr>
<td>Teaching Experience reports and Summary</td>
<td>Students are required to submit these in hard copy by hand, or mail to the TE Office with a cover sheet.</td>
<td>Thursday 4 October 2018</td>
</tr>
<tr>
<td>Days in Schools</td>
<td>Each Thursday</td>
<td>2 August 9 August</td>
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**Introduction to Teaching Experience**

The Graduate Diploma of Teaching emphasises the relationships between theory and practice and the importance of graduates being confident, capable and competent classroom practitioners. There are 14 weeks of teaching experience across the year. Student teachers will experience two different contexts within their teaching specialisation (e.g., mixed age, year levels, decile ratings, large, small, co-educational, single sex, rural, city).

Associate Teachers provide feedback throughout the teaching experience and a summative assessment of the student’s teaching at the end. Student teachers are required to submit their summative assessment reports to the Faculty who use it to determine an overall pass or fail for the teaching experience.

Assessments are made against clearly specified Graduating Teacher Standards as required by the Education Council New Zealand.

Teaching experiences are organised by the Faculty of Education Teaching Experience Office. Close relationships with schools through Principals, School Coordinators and Associate Teachers allow the Teaching Experience 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 when necessary.

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. A crucial element of the TE concerns the student’s 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.

Assignment requirements are in relation to the courses within which each teaching experience is nested. Student teachers may also participate in online forum discussions with their student colleagues and course tutors while on TE.

Victoria University expects schools to treat the student in an ethical, respectful, and responsible manner and with fairness, integrity and empathy while they are on the teaching experience.

**Teaching Experience 2**

During this second and final teaching experience student teachers need mentoring, encouragement, support and direction from the Associate Teacher. Visiting lecturer staff visit twice during the TE, to observe teaching and provide formative feedback to the student as well as making summative assessment.

During this practicum the student teacher needs to demonstrate that they are able to sustain a regular classroom programme and cope with a .8 teaching load. Student teachers are asked to complete a minimum of 16 days major responsibility for the class. We ask that the student teaches at least 4 days a week for two consecutive weeks. The other days do not have to be consecutive and can be done in a variety of ways, even some ½ days (provided it’s not all ½ days) depending on the class and school programmes. Sustainable preparation, planning teaching, assessment and evaluating are key aspects to this TE.

During this practicum the student teacher may be teaching in an ILE – Innovative Learning Environment. They need to understand the necessity that planning will support strengths-based teaching and learning. This also includes designing learning experiences which include flexibility, agency and connectedness.
It would be expected that the student teacher would plan lessons that may be adapted for the different groups in the ILE.

In this space they would be teaching or conferencing significant groups of children for sustained periods. We would expect the student teacher to be undertaking the role of a beginning teacher and teaching large groups of children for sustained periods that would equate to 16 days in a single classroom. These days can be taken in a variety of different ways e.g. half days, blocks of days to suit the particular school environment.

During the seven weeks, provided it works within the class programme it can be beneficial for the student teacher to visit classes within the school to observe other age ranges.

**Vulnerable Children Act**

All students on teaching experience have been vetted and screened as required by Vulnerable Children Act. Under the Act Universities can undertake these checks on your behalf in relation to student teachers and Victoria has done this for you. Schools can rely on these checks meeting the requirements of that Act. Exact details of the processes undertaken by Victoria can be obtained by contacting the Teaching Experience Office.
ASSOCIATE TEACHER INFORMATION SECTION

Guidance for Associate Teachers during Teaching Experience

Prior to the student’s arrival or during Days in Schools

When the student contacts you before TE, you should:

- tell them what time you expect them to arrive in the morning
- tell them what they need to bring or do prior to arriving
- provide your email and contact phone number
- arrange a suitable programme for the student teacher
- arrange a suitable meeting place

On arrival

- Induct the student into the school unless this has already been done by the School Coordinator. Introduce them to the administration staff, Principal and other staff.
- Provide the student with a timetable and school emergency procedures, school discipline procedures and any other policies they may find useful.
- **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. Use the indicators in this booklet as a guide.
- Discuss how long before teaching a lesson you expect to see their planning...we recommend at least 2 days.
- Sit with them in the staff room particularly at the beginning and introduce them to other staff as staffrooms can be lonely and daunting.
- Explain the duty procedures and when they will be required to help on duty. Although students must not be left in charge on duty there is an expectation from the Faculty of Education they will participate in this with the Associate or other staff members.

During the TE

- Discuss the teaching expectations of the class(es) with the student teacher.
- Ensure the student teacher is able to meet the teaching requirements including major responsibility requirements (i.e. 16 days over the seven-week period, including 4 consecutive full days for two weeks.)
- Students must have planned teaching and learning experiences before every lesson and must show and discuss their planning with the Associate prior to taking the lesson.
- Allow the student to trial things and support them to make them a success.
- Students may start taking groups and lessons as soon as the Associate thinks they are ready (refer to suggested programme outline).
- Provide advice to facilitate the requirements of assignments students are required to complete.
- The student teacher is under the Associate Teacher’s guidance, however it is appropriate to withdraw from the classroom to allow the student to have full control of the class at times provided the Associate is available nearby for any assistance necessary. If the Associate Teacher
is away a relief teacher needs to be assigned to give guidance and support to the student teacher.

**Observations and reporting during the TE**

- Observations of lessons can be done at any time but the Faculty of Education has an expectation that at least one Associate Teacher completes a formal observation lesson each week using the *Lesson Assessment of Student Teachers* form.
  - Associate Teachers should share their observations and feedback with the student as soon as practicable after the lesson so that the students can reflect on this and make appropriate changes to their teaching.
  - The student teacher, in agreement with Associate Teacher, should choose 1-2 GTS to focus on each week. There should be a weekly discussion in relation to the student’s progress against the GTS 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. If the student reaches the end of the teaching experience and still requires further development against these standards they may fail the teaching experience.

- The *Summary of Progress form* – will be emailed and needs to be returned by the end of week 2.

- Complete the *Associate Teacher/Visiting Lecturer Report* by the **Wednesday of TE week 7**. This will provide further feedback based on the GTS.
  - use the indicators for competency which are based on the graduating teacher standards that accompany this form to guide you to formulate your decisions
  - do not leave any categories as n/a
  - circle only one grading. Do not span across two gradings
  - ensure that the comments support the grade given

**Assignments**

Student teachers have copies of their assignments. However, their first priority on Teaching Experience is to the classroom programme. The assignments may require them to gather data or apply ideas and strategies to their teaching practise while in schools. Such assignments are not due until after completion of the Teaching Experience.

**Concerns**

Contact Sally Selwood at the Teaching Experience Office early if you have concerns about the student teacher or their ability to meet the teaching requirements. It is important that concerns are raised with the student during the teaching experience and the student is given the opportunity to improve. There should be no surprises for the student at the end of the teaching experience.
**Suggested Outline for Days in Schools**

**Over the 2 days in schools you should aim to**
- use the *Observation of Associate Teacher by Student Teacher* form to guide and reflect on your observations
- select and observe 5 students using the *Learning About and Understanding Student* form
- reflect on these observations and consider what you have learnt and how it will inform your practice

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Days in Schools</th>
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<tbody>
<tr>
<td></td>
<td>● Complete the Associate Teacher /student teacher agreement form</td>
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<td></td>
<td>● Make plan of classroom/s e.g., seating plans and notes on use of space and resources that assist student learning</td>
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<tr>
<td></td>
<td>● Start learning student names</td>
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<tr>
<td></td>
<td>● 1 focussed observation of the class teacher using observation form and reflect on what was observed</td>
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<tr>
<td></td>
<td>● Select 3 students for your focussed observations (your AT may like to suggest some students for you to monitor)</td>
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<tr>
<td></td>
<td>● Have at least two learning conversations with students other than the students you are doing focused observations with</td>
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<thead>
<tr>
<th>Day 2</th>
<th>Days in Schools</th>
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<tbody>
<tr>
<td></td>
<td>● Continue to learn names</td>
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<tr>
<td></td>
<td>● Spend time before school talking with and getting to know students</td>
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<tr>
<td></td>
<td>● 1 focussed observation of class teacher using observation form using the reflection from last week to identify extra things that you did not notice</td>
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<tr>
<td></td>
<td>● Begin to participate as a teacher e.g., take the role, lead a warm up activity, read a shared book, or introduce a lesson,</td>
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<tr>
<td></td>
<td>● Continue to work on student focused observations gathering information about selected students</td>
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<tr>
<td></td>
<td>● Assist with groups while AT is working with others…have learning conversations with at least 3 students as well as those you are doing focused observations with</td>
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<tr>
<td></td>
<td>● Discuss with AT the planned lesson for a group to deliver next week</td>
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**Before you finish the 2nd day**
- Ask what you need to prepare in advance to be ready to start the 7 week teaching placement
# Suggested Outline for TE2

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
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| **Week 1** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (1)**  
  • Observations – classroom management, classroom organisation, resources, monitoring and assessment  
  • 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 Teaching Experience Log |
| **Week 2** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (2)**  
  • **Associate Teacher to complete the Summary of Progress form and return it to Teaching Experience Office at the end of Week 2**  
  • Continue planning and teaching with evaluations in an increased number of groups and whole class. Begin to participate in other curriculum areas. Associate Teacher’s unit plans may be used  
  • Plan together how the major responsibility requirement of 16 days major responsibility will be met over the next weeks. Note this is a minimum requirement only: the student teacher should gain as much experience as possible. The student teacher should take responsibility for day to day planning during major responsibility and increasingly plan ahead at unit level and in particular for the two consecutive weeks of major responsibility  
  • Maintain Teaching Experience Log  
  • Student Teacher to complete the Interim Report and return by the middle of Week 2  
  • Visiting Lecturer visit may occur this week or next |
| **Week 3** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (3).**  
  • Continue planning and teaching the whole class for some lessons  
  • Start major responsibility days  
  • Maintain Teaching Experience Log  
  • Visiting lecturer visit |
| **Week 4** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (4).**  
  • Continue major responsibility days  
  • Regular ongoing planning and teaching using formative assessment. Associate Teacher’s unit plans may be used but student teacher should take responsibility for their implementation. Plan for all lessons taught Weekly subject or lesson sequence grids may be used in conjunction with unit plans rather than individual lesson plans (eg. weekly reading or maths group grids showing learning intentions and activities)  
  • Daily evaluation of teaching for each curriculum area taught focussing on student achievement and next teaching |
| **Week 5** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (5)**  
  • As for week 4 above  
  • Ideal week to be taking consecutive days of major responsibility |
| **Week 6** | • **Associate Teacher to complete lesson assessment of student teacher and share with student teacher (6)**  
  • Continuing with major responsibility  
  • Ideal week to be taking major responsibility  
  • Visiting lecturer visit ideally in this week |
| **Week 7** | • **Associate Teacher Report completed by Wednesday and shared with student**  
  • Complete any Major responsibility requirements  
  • Discuss the Associate Teacher report  
  • This may be an ideal time to observe other class levels in the school if all requirements are completed.  
  • Gather any material and artefacts for assessment tasks |
Student Teacher Learning Prior to Teaching Experience 2

Teaching practices that students have been introduced to in their eight weeks of learning before TE2

**English literacy and EAL**

Students should be able to:

- Select, analyse, and use a range of instructional and fiction and non-fiction texts to teach literacy. (Assignment One)
- Plan and implement guided reading lessons and instructional writing sequences. (Assignment One)
- Use the English language learning progressions (ELLP) matrix to analyse writing samples from an EAL learner. (Exam)
- Gather and analyse a range of assessment data for the purpose of describing children’s progress and identifying next learning steps. (Assignment Two)
- Take running records (with support) and analyse cues and strategies to identify students’ strengths and needs. (Exam)
- Identify strategies to support EAL children and struggling readers and writers.
- Use the NZ Curriculum and Literacy Learning Progressions to describe children’s progress and next learning steps. (Assignment Two)

**Maths**

Student teachers have been introduced to:

- the NDP strategy and knowledge frameworks as a learning progression for numeracy
- key ideas underpinning the NDP progression in the strategy domains of addition/subtraction; multiplication/division; proportion and ratio
- the NDP teaching model (materials↔imaging↔number properties)
- developing a group rotation for numeracy teaching
- selecting appropriate materials and representations (in the context of teaching place value)
- the measurement substrand

They have been given brief opportunity to practise:

- the diagnostic interview (once only)
- planning for maths learning
- Some will also have had an opportunity to teach a group of their peers and receive feedback

**The Arts, Health and Physical Education, and Learning Languages**

Student teachers have been introduced to the three Learning Areas through:

- one practical workshop in each of the Arts disciplines (Dance, Drama, Music and Visual Arts), Health and Physical Education and Learning Language
- viewing and responding to exemplars of effective teaching in one of the disciplines in The Arts or Health and Physical Education or Learning Languages
- one topic-based workshop in one of the disciplines in The Arts or Health and Physical Education or Learning Languages, chosen by the students with an enthusiasm for planning and teaching this discipline on TE

Student teachers have been introduced to effective teaching methods and strategies and will need support to apply their knowledge of deliberate acts of teaching, including:

- modelling
• prompting
• questioning

Students have also explored:
• The New Zealand Curriculum
• websites such as MoE and TKI

in order to identify a range of resources and support materials in the Arts, Health and Physical Education and Learning Languages.

Science, Social Studies and Technology
Students have so far been briefly introduced to the nature and purpose of each of these learning areas and approaches to the teaching of these subjects in primary classrooms through:
• one practical workshop in each of the learning areas
• an online exploration of curriculum expectations and support materials available through tki
• two topic-based workshops in one of these three learning areas, selected by the students

Strategies to support Māori and Pasifika Learners
Students should be able to:
• pronouncing students’ names correctly
• caring for students as culturally located individuals
• strategies to support inclusion
• respect and celebration of difference
• the importance of classroom relationships.
• Describe the relationship of place for Māori using pepeha, marae, iwi and the diversity of iwi content.
• Use local iwi narratives and knowledge as a context for learning.
• Describe teacher’ obligations of Te Tiriti o Waitangi and ways to implement these obligations inside/outside the classroom.
• Explain the importance of Te Reo Māori with identity and the impetus of using kōrero mai strategies of language use in the classroom.
• Use strategies to include students’ Funds of Knowledge as a context for learning.

Teaching methods and strategies
Students should be applying their knowledge of deliberate acts of teaching including:
• modelling
• prompting
• questioning
• giving students feedback on their learning,
• telling
• explaining
• directing.

A range of appropriate responses to managing behaviour including:
• choice/consequences
• redirecting students
• mutual mana
• proximity.

Planning including:
• writing lesson and unit plans
• developing and using learning intentions and success criteria
• identifying ‘evidence’ of graduating teaching standards in practice
• identifying what each GTS could look like in practice.

Students have also explored:
• human development and theories of learning and motivation.
• Te Whāriki and New Zealand Curriculum
• websites such as MoE and TKI
• the diverse needs of students and teaching strategies based on cognitive-constructivist and social-constructivist theories.

Innovative Learning Environments
In Trimester 1, students have access to an online lecture with the following Learning Intentions:
• the OECD ‘seven principles of learning’
• three key principles of Universal Design for Learning (UDL). These are also discussed at the start of the year in TCHG 301
• some key principles and common forms of co-teaching
• and how they might underpin teaching and learning in an innovative learning environment

The lecture highlights the importance of pedagogical shift that ought to be apparent in an ILE. Citations includes curriculum resources and the principles of learning. Additionally, students are able to consider the impact of an ILE from the perspective of diverse groups of learners, building on the knowledge they have of New Zealand’s priority learners. To do this, we use thinking tools to assist students in thinking critically around the concept of ILEs.
STUDENT TEACHER INFORMATION SECTION

Teaching Experience Requirements

Planning must be approved by the Associate Teacher in advance of teaching

- Students should plan for teaching 16 days major responsibility. These hours need not be consecutive. It is important to evaluate the effectiveness of your teaching after each lesson.
- Be fully prepared and planned for all teaching and learning activities. You must plan to, teach and evaluate lessons in a range of curriculum areas. It is important to accept and seek teaching opportunities and take every opportunity to be fully active in the activities of the classroom and school.
- Submit an **Interim Report** by email to the TE Office at the end of TE Week 2.
- Maintain a Teaching Experience log.
- Complete weekly lesson assessment forms and ensure you get them back from your Associate Teachers.
- Reach at least competency in each of the Graduating Teaching Standards as assessed by your Associate Teacher and Visiting Lecturer.
- Arrange to meet regularly with the Associate Teacher for feedback and planning purposes.
- Observe all school policies and protocols (including those relating to morning tea, photocopying, and the use of school resources and cell phones) and respect the professional expectations of the school.
- Discuss your professional needs and strengths with the School Coordinator and Associate Teacher/s.
- Discuss any difficulties regarding classes with the Associate Teacher and contact the School Coordinator/Principal and TE Office early if problems persist.
- Liaise with Visiting Lecturers and inform Associate Teacher/s, the School Coordinator and the School Office of VL visits.
- Be familiar with and manage the TE documentation to ensure all requirements are fully met. This includes submitting the appropriate forms on the completion of their TE.
- Take responsibility for your own learning and ensure that your time in school is fully utilised.
- **Hand in TE experience forms by Thursday 4 October 2018.**
Student Information

Attendance on Teaching Experience

- you are expected to attend **ALL TE days**, be punctual and prepared to attend school between the hours of 8.00am and 5.00pm and be available for school meetings and co-curricular activities
- **leave will not be granted to undertake regular paid employment.**
- if unable to attend because of sickness or other exceptional circumstances, you should inform the School Coordinator and Associate Teacher before 8.00am and the TE Office on 463 9506. If you have class teaching responsibilities, it is essential that the Associate Teacher is advised in sufficient time to be prepared to take over the teaching that day
- if, on the day of absence, the Visiting Lecturer observation is to take place, the Teaching Experience Office must also be notified by 8.00am so that the Visiting Lecturer can be informed of the absence.
  - you are then responsible for making another time for the Visiting Lecturer’s observation

**Note:** Extended absence (i.e., one week or more) must be discussed with the Teaching Experience Office or Programme Director as it may mean you will not have met the Graduating Teaching Standards or undertaken enough teaching to meet Education Council requirements. A medical certificate does not negate these requirements. Extended absence may lead to the Teaching Experience being repeated.

Assessment of Teaching Experience

To pass a Teaching Experience students should reach competency in each of the Graduating Teacher Standards as measured against the indicators by each of the Associate Teacher/s and Visiting Lecturers.

TEs are graded as pass, pass with caution, or fail. A holistic decision regarding pass, pass with caution, or fail of a teaching experience is made by the Teaching Experience Panel considering all the reports and assessments from Associate Teachers and Visiting Lecturers. In the case of a fail the student will be advised of an interim fail and will be able to submit any mitigating material for the Panel to consider. The Programme Director will then notify the student of the final outcome. Passing two Teaching Experiences is a mandatory requirement of TCHG 302.

The student teacher may apply to the Associate Dean (Teacher Education) for a reconsideration of their Teaching Experience fail, normally within one week of receiving notification, outlining the basis of their concern in relation to the assessment criteria (Graduating Teacher Standards).

Failing a Teaching Experience

Where a student teacher is assessed as not having satisfactorily met the assessment criteria (Graduating Teacher Standards) for the teaching experience they will be awarded a K grade for that year for the associated TCHG 302 course. They can continue to complete the academic aspects of, and assignments in, TCHG302 in the current year. In the following year the student needs to re enrol in TCHG 302 and pay associated costs. Once they have successfully passed a further TE, they will be awarded a final grade based on course work earned from TCHG302 assignments.

They will need to discuss their progress and ongoing enrolment in the programme with the Programme Director. The student teacher may be given the opportunity to repeat the TE when it is next offered but it is not guaranteed.
Visiting Lecturers

Student teachers will receive at least two visits from a Victoria University Faculty of Education lecturer or designate of the faculty during TE 2. The purpose of the visits is to provide the student with constructive feedback to promote professional learning. The feedback from this visit will also be used in the assessment of the TE. However where the Faculty believes extra visits will assist you in meeting the GTS further visits may occur.

The Visiting Lecturer will observe you managing and teaching the whole class and provide feedback to you on your progress towards Graduating Teacher Standards. Usually the AT will not be involved (present) in the observed lesson. After the observation, the Visiting Lecturer will usually consult with the Associate Teacher to discuss the student’s progress.
Days in Schools

These days provide opportunities to learn and become part of the school and classroom community. Make the most of these opportunities to:

Become part of the community of professionals:
- build relationships with your AT, students, and wider school staff
- ensure theory-practice links are noticed for discussion with your AT and/or in tutorials
- be in department/faculty office space or staffroom at morning tea and lunch and engage with staff in learning conversations (unless AT is on duty, when you should be with them)
- be part of conversations getting to know students as people and learners – e.g., knowing student names by the conclusion of days in schools, developing constructive professional relationships with staff and learners – and being involved with learners and their learning
- show initiative and professionalism – use the opportunity to show the desire to be a great teacher, to display teacher presence and show you know what you want to gain from the TE

Build a professional relationship with your AT:
- complete the AT/student teacher agreement
- share personal strengths and weaknesses, together set goals and action plan of how to meet these in relation to your forthcoming TE
- share with your ATs the programme themes of developing Tātaiako cultural competencies, Pasifika values, and digital technology

Learn about your school:
- understand the school’s behaviour management system/expectations and how to respond to students
- understand your AT’s class routines, systems and processes and the school’s systems and processes (including emergency management procedures)
- know how and where to access school resources

Learn about your classroom’s culture:
- observe how student behaviour is managed
- how lessons and other transitions are managed
- Identify classroom routines and how teachers interact with students

Develop curriculum awareness:
- discuss learning area/subject planning for the year, with particular attention to the start of Term 2
- locate centrally held key curriculum resources for a class you are likely to be teaching in TE 1
- identify some key teaching strategies used by your AT
- notice some examples of newly learned knowledge and skills by students
Lesson Planning, Teaching and Evaluating

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

You are expected to develop greater independence over time and to write your own lesson plans prior to teaching. We expect you to take every opportunity to practise and fine tune your teaching practice.

Your studies in TCHG 304 and curriculum subjects have prepared you to begin to plan, teach and reflect on lessons. You need to refer to course material to support you in this. However, you are at the beginning of courses for this teaching experience and will need guidance from your ATs so do ask for their help.

The Faculty of Education expects student planning to cover every aspect outlined below and be completed in sufficient detail to support student learning.

Associate Teachers need to see planning sufficiently in advance to allow time for discussion and change to be made. The AT should advise the student how much time they require for this process to occur. Two days in advance of when you are teaching is a good rule of thumb.

The planning template covers all the aspects that need to be considered. You can, however, use any form of planning that suits you and your AT. At a minimum, we would expect the lesson plan to show the following:

- the objectives of the lesson (with clear links to NZC), learning intentions and success criteria
- consideration of culturally responsive pedagogy including the use of te reo me ona tikanga (as appropriate to the lesson)
- pedagogical approaches
- what resources will be used and how
- the pace of the lesson and what activities may be used
- how to teach students who may not understand the concepts
- class behaviour management
- what the learners know and can do prior to the lesson

The planning template is available
https://www.victoria.ac.nz/education/teaching-experience-office/forms-and-handbooks/graduate-diploma-of-teaching-primary-and-secondary#Graduate%20Diploma%20of%20Teaching

and in the collection of forms you have been provided with.

You need to evaluate your lessons so that future planning can be fine-tuned and the next learning steps for learners are identified and planned for. 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.
**Teaching Experience Portfolio**

A TE portfolio is a professional organisational tool which includes TE artefacts. It is not handed in and is for your own use but we strongly urge you to do this. Visiting Lecturers may ask to see your prior planning and evaluations from this.

It is recommended that your portfolio contains the following:

<table>
<thead>
<tr>
<th>Obtain or complete</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Organisation and Timetables</strong></td>
<td>Make a plan of the classroom/s, eg. seating plans and notes on the use of space and resources that assist student learning.</td>
</tr>
<tr>
<td></td>
<td>Describe key aspects of classroom environment, eg. wall displays, whiteboards, charts, learning areas.</td>
</tr>
<tr>
<td></td>
<td>Describe key aspects of the classroom environment/s that cater for the diversity of learners.</td>
</tr>
<tr>
<td></td>
<td>Include class timetable.</td>
</tr>
<tr>
<td><strong>Class Lists and Description</strong></td>
<td>Include notes that demonstrate your knowledge of the learners in your class/es.</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>Observations in the first week of teaching experience assist student teachers to gain understanding about how the school and in particular, their Associate Teacher’s classroom works. These observations ensure that established routines and practices are continued by the student teacher so that the classroom programme continues.</td>
</tr>
<tr>
<td></td>
<td>Information gained from observations of Associate Teachers need to be filed in your folder.</td>
</tr>
<tr>
<td><strong>Classroom Management Strategies and Approaches</strong></td>
<td>How do Associate Teacher/s gain attention, ask students to move, maintain an acceptable level of noise? What other routines are operating?</td>
</tr>
<tr>
<td></td>
<td>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?</td>
</tr>
<tr>
<td></td>
<td>Look for ways in which the Associate Teacher/s ensure that all students have opportunities to learn and participate in the classroom. Consider gender, language, cultural background and special learning needs of students when answering this.</td>
</tr>
<tr>
<td></td>
<td>How does the teacher know what learning has occurred?</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Keep your planning sequenced within unit plans or long term plans.</td>
</tr>
<tr>
<td><strong>Evaluation of lesson</strong></td>
<td>Self-reflection of how each lesson progressed the strengths and weaknesses and evidence of student learning is best done immediately after each lesson so that adjustments in future lessons can be made</td>
</tr>
</tbody>
</table>
# Forms for Teaching Experience

<table>
<thead>
<tr>
<th>Title</th>
<th>Completed by</th>
<th>Due by</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Assessment of Student Teachers by Associate Teacher – TE2</td>
<td>Associate Teacher</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>Summary of Progress: Weeks 1–2 Teaching Experience</td>
<td>Associate Teacher</td>
<td>End of Wk2</td>
<td>Send back to the TE office by email</td>
</tr>
<tr>
<td>Associate Teacher/Visiting Lecturer Report</td>
<td>Associate Teacher</td>
<td>Last week of TE</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience Log Primary</td>
<td>Student</td>
<td>End of TE</td>
<td>To be filled in throughout TE</td>
</tr>
<tr>
<td>Observation of Associate Teacher by Student Teacher</td>
<td>Student</td>
<td>Not submitted – for use in AT /ST discussions only</td>
<td></td>
</tr>
<tr>
<td>Interim Report</td>
<td>Student</td>
<td>End of Wk2</td>
<td>Send back to the TE office by email</td>
</tr>
<tr>
<td>Information sheet for Visiting Lecturers</td>
<td>Student</td>
<td>Before Visiting Lecturer arrives</td>
<td></td>
</tr>
<tr>
<td>Summary of Associate Teacher and Visiting Lecturer Assessment</td>
<td>Student</td>
<td>End of TE</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience Cover Sheet</td>
<td>Student</td>
<td>End of TE</td>
<td></td>
</tr>
<tr>
<td>Lesson Planning template</td>
<td>Student</td>
<td></td>
<td>Used as necessary for all lessons</td>
</tr>
</tbody>
</table>
PROFESSIONAL BEHAVIOUR ON TEACHING EXPERIENCE

Building and maintaining professional relationships

Getting in Touch with your School: You must make contact with your Associate teacher prior to arriving in the school either by email or phone as there may be particular information you need to know before starting. Look at the school’s website to help inform you about the school.

Associate Teachers have student teachers in their classrooms because they have a strong commitment to their profession. It is a partnership. Your Associates provide unique professional input, guidance and support while you bring your own knowledge, enthusiasm and skills into a classroom. In a primary setting they are your “to go” person.

Please do not approach other staff to visit their class without discussing it with your Associate first.

Feedback about your teaching is best face-to-face. Teachers often do this ‘on the run’, for example, informally at morning tea/ lunchtime and in school corridors. However, you also need more in depth conversations than these. So you need to designate time for this. Please talk to your AT and ask to diary weekly times for discussion and to set specific goals about your teaching. Accept and respect the advice and guidance your AT gives you. Sometimes this advice may be hard to take but it is worth pondering as they do want to help you and see you succeed.

Small negative behaviours that may seem petty to you, can have an impact on your future employment opportunities so are best avoided.
Some examples include:
• being disinterested in what is going on (using your phone or listening to an iPod during staff meetings, spending all lunch time on your phone checking out facebook and not interacting with staff)
• going against school practices (chewing gum or eating in class, dressing inappropriately for the school)
• arriving late and leaving early

Conflict resolution is an important part of teaching. We encourage you try to resolve any issues that may arise with your teacher mentor. Here are some helpful ideas which may help you to resolve any issues. Think through what the issues are:
• is there something you can do that will fix the situation?
• ask for a time to talk with your AT to discuss the issues
• outline what you are finding difficult and ask for ideas of how these issues could be solved
• allow time to see if the situation changes
• if the problem persists, or you feel you cannot discuss the issue with your AT contact to the TE office or Programme Director to talk through the issues
• seek advice and guidance from Teaching Experience Office and Programme Director - we are here to help

Professional role: Go into your school with an open mind and be prepared to teach and learn. Look for the broader professional role of a teacher, and work beyond the minimum university requirements of the school-based experience. Make the most of your teaching experience opportunities.
Changing class routines seek your Associate teacher’s guidance before proceeding with any teaching and classroom initiative particularly if it involves a new routine. Often an Associate will have a very good but not obvious reason for doing something so it’s good to check before you change it.

Students with individual needs: All classes will have students with individual needs and you must take their needs into consideration as part of your planning the classroom programme. This may involve working with teacher aides/in-class support workers, gifted and talented advisors or EAL experts who have been employed to support students.

Being a Professional includes:

- meeting relevant legislative frameworks, governance and rules that apply within the schools in which you are placed for teaching experience
- not intervening or seeking information from school students/family or whānau that are beyond the scope of your teaching practice
- maintaining a high degree of ethical and professional behaviour with particular consideration of confidentiality issues when deciding what to record, develop, and share from teaching experiences
- treating experience-based information shared by peers within the context of the programme (such as in tutorials or studio time) as confidential
- keeping the identity of students, teachers or the schools in which they teach confidential when presenting information about your teaching experiences through discussions, tutorials, lectures, studio time or assignments

Planning and Preparedness: All schools operate the policy of “No Planning, No Teaching”. All planning must be discussed with your AT well in advance so that you can implement suggested changes before you teach.

- When you are in class you should be actively watching your AT and the techniques they use both in classroom management and curriculum delivery. You should not be using this time to undertake your own planning and preparation.

Cell phones and digital devices
Only use these for professional purposes while teaching or in class. Make sure they are on silent during lesson times and you follow the school policies relating to internet access.

Dress code: Follow the accepted dress code of the school in which you are placed (this includes school protocol on piercings and tattoos). Do discuss the dress code for your school with your AT before you start. If in doubt “overdress” rather than be too casual.

Language: Have a sense of occasion and be mindful of inappropriate swearing. Like all professions, teachers frequently use jargon words, ask if you are not sure.

Photos and videos: Most schools have policies regarding the use of photographs and videos. Check the school policy regarding this before taking any photos or videos. Never post photos of the class or any
photo that would allow a student to be identified on social media sites. This is a breach of the child’s privacy.

**Social media:** Never post any comments or photos about the school, staff or pupils you are in on any social media site.

**Students:** It is okay to be friendly, but the students you teach are not your friends. We suggest that you do not provide students with your cell phone number or friend them on Facebook.

**Safety:** For your own safety you should take care to avoid the following:
- being alone in a private place with a student
- embracing or touching others inappropriately
- speaking or interacting in a manner which could be interpreted as sexually threatening or as sexual innuendo
- losing your temper or self-control

**Serious misconduct:** The Faculty will investigate any serious formal complaint of unprofessional conduct under the Student Conduct Statue see: www.victoria.ac.nz/policy

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**School culture, protocols and practices**

**School culture:** It is important that you follow the culture or protocol of the school. If you are in a church school be mindful of practices. Some schools have a pōwhiri to welcome new students and staff.

**Staffroom:** As a student teacher when you arrive in the school you become a member of the staff. You have the privilege of working and relaxing alongside all staff. Respect and follow the protocol of the staffroom. Morning tea break is often used as a time when messages are communicated to staff, so it is good to attend. The staffroom is a place to unwind, but remember that it is still a ‘public’ arena and things like having a sleep on a couch is not a good look.

**Eating in classrooms:** Generally it is not appropriate to take coffee, cans of drink (water is ok) or food into a classroom and consume it in front of students.

**School resources:** Your use of these computers and photocopiers will come at a cost to the school. Photocopying should only be used for planning and teaching resources.

- Ask before copying plans or work or other resources to ensure the staff involved are happy for you to have a copy of their own material. If you are copying a lot of resources for your own use you need to come to some cost arrangement with your AT. Ensure all school resources that have been used to support your teaching are returned before you leave the school.

**Extra-curricular activities.** You will have opportunities to participate in all aspects of school life including outdoor education opportunities. You are encouraged to become involved but be mindful of not taking on too much to ensure that it does not negatively impact on your overall coursework.

**Smoking:** By law, all schools are 100 percent smoke-free, both indoors and on the grounds.
Responsibilities

Contact details: Should your contact details change at any time during your studies, please update this on myVictoria immediately and also inform the Teaching Experience Office as this information is crucial to ensuring that Visiting Lecturers are able to contact you prior to their visit.

Childcare and work: It is important that you have child care in place. It is wise to have a backup in case there is a problem with your usual arrangements. Arriving late or leaving early because of childcare or work does not portray a professional image and can seriously inconvenience your Associate.

Where possible reduce work commitments whilst on TE. Your first priority must be to your TE and gaining as much from it as you can. This includes being available after school for meetings and other professional responsibilities.

Relief teaching: It is not appropriate for you to carry out relief teacher duties. Your role in the school is that of student teacher and as such you should not be given responsibilities beyond this. If your TM is absent it is appropriate for you to take any lessons that you have planned for but a relief teacher should also be provided to take responsibility for the class. If you are concerned about what you are being asked to do, contact The Teaching Experience Office or Programme Director for clarification of roles and responsibilities.

Trips: Student teachers are not permitted to take groups or classes out of school without the associate teacher or other suitably qualified person accompanying you.