HANDBOOK

For Student Teachers and Teacher Mentors
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## Contacts

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Introduction

The Masters of Teaching and Learning (Secondary) capitalises on the relationship between theory and practice. It emphasises the importance of graduates being culturally responsive, evidence-based teachers. Graduates are critical, reflective and ethical teachers who create positive inclusive learning environments and who adapt their expertise for different learning situations and contexts.

The Student Teacher’s ability to develop warm, reciprocal and responsive relationships with learners, and effective, professional relationships with teaching colleagues and with parents and whānau where appropriate is crucial.

For most of the programme Student Teachers are based in school for four half days and at university on Thursdays. They work with their Teacher Mentor with one junior and one senior class throughout the year. There are two Teaching Experiences when Student Teachers are in school full time: three weeks in Trimester 1 and seven weeks in Trimester 2. There are several weeks when Student Teachers are at university all week, and one week when students are in university for one day and have no school-based work. This combination of university and school experiences enables Student Teachers to:

- examine the learning progress of a class of students in context and how pedagogical decisions influence learning, learning beside their Teacher Mentor in the school context.
- learn to evaluate assessment data and use this to inform and critique teaching decisions and student learning progressions.
- learn how to implement culturally responsive practices and establish and maintain an effective learning environment appropriate for the twenty-first century Aotearoa New Zealand context.
Overview of programme content and structure

The programme consists of 180 points beginning in January and ending in December. Each graduate will have successfully completed ten courses:

Roles

Teacher Mentors (school-based practitioners):
- **Integrate** the Student Teacher into the classroom, the staff and school structures.
- **Participate in an initial goal setting meeting** with the Academic Mentor and Student Teacher at the start of the programme.
- **Observe** the Student Teacher and provide formative feedback against specific criteria and facilitate the Student Teacher’s ability to reflect on that feedback to improve their practice.
- **Co-investigate** effective teaching of priority learners with the Student Teacher.
- **Demonstrate understanding** of the potential of effective teaching to influence equitable outcomes for priority learners.
- **Demonstrate professional leadership** and facilitate constructive learning conversations.
- Assist the **Student Teacher to plan and teach** effective learning programmes.
- Assist the Student Teacher to **gather and analyse assessment data** for evaluating and informing teaching decisions.
- Support the Student Teacher to **integrate te reo me te ao Māori** into their classroom practice.
- **Collaborate** with the Academic Mentor to monitor the progress of the Student Teacher.
- **Completing an interim report each term** on the progress of the Student Teacher and sending this to the Academic Mentor, cc’ing the programme director.

Academic Mentors (university academic staff):
- **Facilitate an initial guided reflection and focus setting activity** in collaboration with the Teacher Mentor and Student Teacher to establish professional learning priorities in the first month of the programme.
• Organise and lead a conference meeting each trimester within the school setting to examine evidence to evaluate the Student Teacher’s learning progress towards implementing the Graduating Teacher Standards.

• Meet weekly with the Student Teachers using a dialogic approach to guide implementation of strategies based on evidence from research and their teaching context to inform their pedagogical decisions.

• Act as a resource if required to mediate relationships and to facilitate problem-solving in collaboration with the Teacher Mentor and others if required.

• Meet with the other Academic Mentors and the programme director to moderate summative evaluations.

Student Teachers:

• Take responsibility for their own learning and ensure that their time in school is fully utilised and all aspects of coursework are fully met.

• Work collaboratively with Teacher and Academic Mentors throughout the year, meeting regularly with the Teacher Mentor for feedback and planning purposes, providing draft planning well in advance of teaching.

• Discuss their professional needs and strengths with the Teacher and Academic Mentors.

• Respect and adhere to school policies and protocols.

• Set weekly goals and reflect on their achievement.

• Discuss any difficulties promptly with the Teacher Mentor and contact the Academic Mentor and principal early if problems persist.

• Liaise with Academic Mentors and Teacher Mentors regarding Academic Mentor visits.

Full time blocks in Schools

While the Student Teachers are in school (pink weeks and purple weeks) it is expected that they:

• Will fully meet their commitments (of four x half days each week and full school weeks respectively), 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.

• Will not be granted leave to undertake regular paid employment.

• Will inform the Teacher Mentor before 8.00am if they are unable to attend school as the result of sickness or other exceptional circumstances. If they have class teaching responsibilities, it is essential that the Mentor Teacher is advised in sufficient time to be prepared to take over the teaching that day.

Note: An extended absence (i.e. one week or more) must be discussed with the Academic Mentor 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. Significant absences may result in an extended period in the host school to make up the teaching time.

Ethical practice

Student Teachers will learn about ethical practice in relation to their placement in a school and the programme in the first course. They will be asked to sign an agreement regarding ethical practice and protocols. Student Teachers may not share visual images of their students outside of their own school environment and will not name teachers, schools or students in any discussions or written work outside of the school.
Assessment of school-based practice

Student Teachers will decide learning foci with their Academic Mentor and Teacher Mentor. The Academic Mentor and Teacher Mentor will develop a flexible professional learning programme to guide the student to meet their specific learning needs.

At the conclusion of Trimester 1 and 2 Student Teachers need to have demonstrated (at least) competency against indicators of the Graduating Teacher Standards. Competency is determined through analysis of professional practice by the Student Teacher, Teacher Mentor and the Academic Mentor. Further details of expectations, assessment, and associated recording forms for these will be shared in course documentation and online. Feedback is given regularly:

- The Teacher Mentor provides weekly feedback to the Student Teacher at a formal meeting.
- The Academic Mentor provides specific feedback to the Student Teacher (in conjunction with the Teacher Mentor) each after each lesson observation.

Rigorous moderation underpins all assessments, including peer evaluation of decisions and advice being given to Student Teachers by Teacher Mentors and Academic Mentors.

The programme aims to build Student Teachers’ competence cumulatively. The director will contact the schools regularly to share the expectations for each term.

Failing to develop skills during the school-based practice

Each trimester, the Student Teacher’s progress against the graduating teacher standards will be evaluated by the Academic Mentor using artefacts including academic assignments, Academic Mentor reports and summative reports from the Teacher Mentor. If the Academic Mentor has concerns about the Student Teacher’s progress, the Student Teacher’s ongoing enrolment in the programme will be discussed with the Programme Director.

Vulnerable Children Act

Victoria University has reviewed its processes to satisfy itself that all students placed on teaching experience in Early Childhood centres and schools will have been vetted and screened based on the methods required by Vulnerable Children Act.

Under the Act it is acceptable for Victoria University to undertake these checks of Student Teachers on your behalf. Victoria University suggests that schools can rely on these checks being adequate to meet the requirements of that Act.

Exact details of the processes undertaken by Victoria can be obtained by contacting the Teaching Office.
# Student teacher and teacher mentor agreement

The university has clear expectations about the student teacher’s role and behaviour in schools. Discussion of the areas on this form early in the student teacher’s time in the school is aimed to help clarify for them the parameters of how they will work within the school.

## Participation:

- When the student teacher is to be in class (expected start and finish times on each day)
- When the student teacher is expected to attend meetings or professional learning
- Expected participation in other aspects of teaching life (within the four x half day parameter)
- Designated junior class and mentor (if shared mentoring):
- Designated senior class and mentor (if shared mentoring):

## Student teacher access: indicate that each has been discussed:

- Internet access (school or own computer, how?)
- Online student records
- School policies and procedures
- Teaching resources
- Photocopying
- Work space
- Use of school/classroom laptops
- Access to buildings or facilities
- Other

## Other useful information:

General points about the school and the community you serve

- How staff like to be addressed
- How the teacher mentor would like to be contacted if student is absent
- How any relievers will be informed of the student teacher’s role in the target classes
- Expected hours of attendance for student teacher
- Duty expectations
- Use of phone and cell phone
- Specific details on individual children
- Civil Defence, fire evacuation and medical help procedures
- Behaviour management policies and practices
- Planning expectations and timeframes
- How the school communicates with parents/caregivers

**Weekly feedback/professional learning discussion:**

Time:
Venue:

When agenda or focus for each meeting will be set:

Agenda will usually include the following:
- Learning focus from course work
- Progress in teaching practice
- Focus of teaching for the week
- Analysis of a student’s or group of students’ learning progress

Agreed by:

**Student teacher:** Date:
**Teacher mentor:** Date:
**Academic mentor:** Date:
If appropriate, principal or school co-ordinator: Date:

This form should be updated as needed. For example, the times may change over time and will be different for the seven week practicum in term three.
Expectations for MTchLrn teaching time (2019)

TRIMESTER ONE
The focus for the MTchLrn students in the initial part of the school-based programme is on establishing productive working relationships with their students and mentor teachers. They should also become familiar with their faculty/department and learn about how their school operates. Student teachers should be encouraged to attend the staff meetings and join a form class on days when they are at school. They will not begin their curriculum papers (which will include planning/assessment/pedagogical decision-making) until the beginning of March. It would be worthwhile for them to do some teaching (as below) prior to their curriculum papers but this should be minimal.

By the end of February it should be apparent that the student teacher has the appropriate attitude, motivation and dispositions to operate effectively as a teacher. The indicators in GTS 6/7 are useful here. The academic mentor will be in regular contact during this time and if there are any issues it is important for all parties that these are signalled in the first weeks of the course.

Term one (by the end of the third week in March):

- A minimum of one single lesson (team-teaching) with the junior class each week.
- A minimum of one single lesson (team-teaching) with the senior class each week.

This is two lessons a week over this three-week period in March (the students should not be expected to plan and teach whole lessons alone until they have started work with their academic mentor at university (starting 4 March). Assessment should largely be informal feedback and based more on GTS 6/7 (disposition to teach). Mentor teachers may wish to award grades using the assessment schedules although it is unlikely by the end of this period the student will be developing a competence level in GTS 1-5 (given that they have not started their curriculum papers) and so it can be expected that s/he will have quite a few "further development required" assessments.

Mid-term check-in point for academic mentor / teacher mentor / student teacher:

- Has the student been able to do this amount of teaching?
- Is there a triangulation of information from:
  - The gentle first observation visit from academic mentor (or other);
  - Six feedback sheets from mentor teacher (using the MTchLrn: Weekly teaching practice form)
  - A brief written reflection on the lesson planning sheet from student teacher at the end of each lesson?

In the five weeks at the end of term one

- A minimum of one three-lesson sequence with the junior class.
- A minimum of one three-lesson sequence with the senior class.

Six sequenced lessons over this five-week period is the minimum requirement that allows the student teacher to develop one lesson sequence for the junior class and one for the senior class. The sequences should happen one after the other (in whatever order suits) rather than simultaneously, with either an initial week for preparation, or a week between the two mini-units,
or a week at the end. At the end of this period the student should be demonstrating progress through an increased number of "competent" indicators.

**End of term check-in point for academic mentor / teacher mentor / student teacher:**

- Has the student been able to teach a sequence of lessons for each class?
- Is there triangulation of information of:
  - the first more formal observation from academic mentor (or other visitor) using the Mentor teacher/Academic mentor report,
  - at least six feedback sheets from mentor teacher,
  - a brief written reflection on each sequence by the student teacher.
- Has the student achieved mostly “competent” indicators against the GTS?
- Which indicators will require work to meet requirements of TCHG 513 portfolio?

**Term two**

- A three to five one-hour (or equivalent) lesson sequence with the junior class.
- A three to five one-hour (or equivalent) lesson sequence with the senior class.

These sequences will take place in the first half of term two.

**Mid-term check-in point for academic mentor / teacher mentor / student teacher.**

- Is the student able to plan and teach to manage teaching two classes in the same week?
- Are they continuing to show progress on previous feedback?
- Are there any remaining GTS indicators where competence has not yet been indicated?
- Triangulation of three feedback sheets from teacher mentor / academic mentor (or other visitor) and brief student reflection on each lesson taught.
- One summative report from the teacher mentor.

**Term two: Swap school (from 10 June)**

Once the swap school has been identified, the director will contact the principal’s representative and the AM will contact the TMs. The responsibility then moves to the student teacher to follow this protocol for handover:

- In the last weeks of term one, the student teachers will agree on a suitable time to exchange visits to the host schools.
- During the visit, the host student teacher will introduce the visiting student teacher to the TM and the classes s/he has been teaching.
- The host student teacher should plan to teach at least one lesson while the visiting student teacher is there.

Ideally, during the three-week swap, each student teacher will teach a minimum of:
• A three one-hour (or equivalent) lesson sequence with the junior class.
• A three one-hour (or equivalent) lesson sequence with the senior class.

The first week of the three-week period in the swap school should be set aside for observation. Some allowance may have to be made for locally existing conditions. It would be ideal if some of this teaching happened simultaneously to help the student get the sense of the workload that will be required in the 0.8 practicum. The key element is that the student teacher has a chance to teach two lesson sequences.

**End of term check-in point for academic mentor / teacher mentor / student teacher.**

• Is the student able to transfer the skills learned in the home school to the swap school?
• Are they able to plan for a new learning context under pressure of time?
• Are they continuing to show progress on previous feedback?
• Are there any remaining indicators where competence has not yet been demonstrated?
• Triangulation of two feedback sheets from swap school teacher mentor / academic mentor (or other visitor) and brief student reflection on each lesson taught.
• One summative report from the swap school teacher mentor.

**TRIMESTER TWO**

**Term three (from 22 July)**

First three weeks before the seven week teaching practicum

• A minimum of three lessons with the junior class
• A minimum of three lessons with the senior class

This minimum requirement allows the student teacher to teach one lesson with each class each week or a three lesson sequence with each class — either leading into the practicum teaching, or in the first week with a break from teaching before the practicum, or some combination of these two. This creates a little space for preparation for the practicum but maintains some mentor teacher monitoring of or confirming of progress.

**Third week of term check-in point.**

• Some form of email / phone / Zoom exchange between academic mentor / teacher mentor and student teacher confirming that the planning for the practicum is in hand.

First two weeks of practicum

• Full teaching of the junior class and senior class unless special conditions in the school prevent this (e.g. examination period). Observation of two additional classes.

**Last five weeks of practicum**

Full teaching of all four classes (0.8 load). If there is any reason that the mentor teacher feels that they should do some of the teaching in this period, this should be communicated to the academic mentor and an arrangement made for further teaching by the student to compensate after the practicum.

**End of term check-in point for academic mentor or other visitor, teacher mentor/s, and student teacher.**
• One observation each week for each class taught by every teacher mentor in this period.
• One full observation by academic mentor or other visitor
• A brief reflection at the end of each taught unit of work by student teacher.
• One summative assessment by the teacher mentor
• Indicators should be mostly at competent or strong.

**Last school term**

• A minimum of eight lessons with the junior class — this may be a full unit of work over three weeks, or one lesson a week until the end of the year, or another combination.

• A minimum of three lessons with the senior class before this class leaves for external examination — this may be a short unit of work before the revision period or single revision lessons.

• Recommended — at least three lessons with another junior class and potentially in another subject that interests the student teacher, or as an additional swap with a classmate in another school, or participation in interdisciplinary end of year work with juniors.

• **Caution:** the student teachers have a heavy assessment load at VUW in term four. It is expected that they will teach fewer classes in term four than they did over the seven-week intensive period.

**Mid-term check-in point**

• If there were any concerns in the practicum period, additional visiting may be required to demonstrate progress. Otherwise one teacher observation each week of each class taught should be sufficient as a record for the portfolio. Intentions may be shared by email, phone, Zoom.

**Triangulation of observations by additional lecturer / outside mentor teacher**

There will be a first visit at the end of January / early February to talk through the expectations of the year. This allows both teacher mentor and student teacher to check that they are happy with their teacher mentor / student teacher agreement, to establish the role of the academic mentor, and to check that there are no outstanding questions. This is essential to establishing and safeguarding the long term relationship between the three parties (teacher mentor, student and academic mentor).

It is ideal if the academic mentor does the initial low-key observation and the first more substantial observation to provide some continuity during the early stages of the year. This allows the AM to gain a sense of the student’s developing skills in front of the class and in planning as well as to check that everything is in place in the teacher mentor / student teacher relationship.

An additional visitor may then be used for the swap school visit if the academic mentor has no concerns with the current progress of the student, especially if the student is clearly doing well.
An outside visitor may also be used to provide an additional visit (i.e. fourth observation visit) if the academic mentor feels there are concerns with the student's progress or any concerns with the teacher mentor / student relationship. It should be flagged to the students from the beginning of the year that this is a possibility. It would be ideal if this additional visit happened in term two.

If concerns persist, one outside visit per week should be instituted until the teaching or planning issue is resolved. An alternating outside visitor / academic mentor pattern could be used in this period. Protocols for this process could be developed, especially for the debriefing / giving support to the student process at this stage. The programme director is available to be an additional visitor, especially, but not only, if there is a concern.

**Table of teaching practice requirements**

<table>
<thead>
<tr>
<th>Programme Stage</th>
<th>Minimum teaching expectations</th>
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<tbody>
<tr>
<td>By the end of the third week of Trimester 1</td>
<td>A minimum of one single lesson (team-teaching) with the junior class each week.</td>
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<td>A minimum of one single lesson (team-teaching) with the senior class each week.</td>
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<tr>
<td>In the five weeks at the end of term one</td>
<td>A minimum of one three-lesson sequence with the junior class.</td>
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<td>A minimum of one three-lesson sequence with the senior class. (i.e., a total of six sequenced lessons.)</td>
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<tr>
<td>In the first half of term two</td>
<td>A three to five one-hour (or equivalent) lesson sequence with the junior class.</td>
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<td>A three to five one-hour (or equivalent) lesson sequence with the senior class.</td>
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<tr>
<td>Three-week school swap</td>
<td>A three one-hour (or equivalent) lesson sequence with the junior class</td>
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<td></td>
<td>A three one-hour (or equivalent) lesson sequence with the senior class</td>
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<tr>
<td>Term three before the 7-week block</td>
<td>A minimum of three lessons with the junior class.</td>
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<td></td>
<td>A minimum of three lessons with the senior class.</td>
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<tr>
<td>First two weeks of 7-week block</td>
<td>Full teaching of the junior class and senior class unless special conditions in the school prevent this (e.g. examination period). Observation of two additional classes.</td>
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<tr>
<td>Last five weeks of practicum</td>
<td>Full teaching of all four classes (0.8 load). (If there is any reason that the mentor teacher feels that they should do some of the teaching in this period, this should be communicated to the</td>
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academic mentor and an arrangement made for further teaching by the student to compensate after the practicum.)

| Term four | A minimum of eight lessons with the junior class — this may be a full unit of work over three weeks, or one lesson a week until the end of the year, or another combination.  
A minimum of three lessons with the senior class before this class leaves for external examination — this may be a short unit of work before the revision period or single revision lessons.  
Recommended — at least three lessons with another junior class and potentially in another subject that interests the student teacher, or as an additional swap with a classmate in another school, or participation in interdisciplinary end of year work with juniors. |
MTchLrn: Weekly teaching practice form: Terms one and two

This assessment sheet is evidence of teaching practice performance and progress as observed by the teacher mentor, student teacher or peers. It should be used for one teaching episode/lesson weekly once the student teacher is taking small groups or lessons they have planned.

Student teacher: Date:

Observer:

Context of observation:
Topic/focus of teaching:
Length of observation (mins):
Number of students taught:
Contextual factors:

Student teacher to choose 3–5 indicators which they would like to have assessed for this lesson. Please assess competence against the graduate teaching standards indicators as agreed on next page.

Agreed observation focus:

Reason for focus:

☐ Feedback from previous weeks
☐ Alignment with university study
☐ Appropriate for this particular teaching activity
☐ Other:

Areas of strength

Areas for development, including when this will be developed.

Assessor signature: Student teacher signature:
Choose 3-5 items down by ticking down left side (reach at least C in each by the end of the first trimester).

<table>
<thead>
<tr>
<th>Focus</th>
<th>( S=\text{Strong} )</th>
<th>( C=\text{Competent} )</th>
<th>( D=\text{Further development required} )</th>
<th>( U=\text{Urgent action required} )</th>
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<tbody>
<tr>
<td><strong>Standard 1 – know what to teach</strong></td>
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<tr>
<td>Have sufficient content knowledge to inform pedagogical decisions</td>
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<td>Have sufficient knowledge of the curriculum to inform pedagogical decisions</td>
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<td><strong>Standard 2 – know about learners and how they learn</strong></td>
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<td>Use theories of learning to inform pedagogical decisions</td>
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<td>Have sufficient knowledge of subject specific learning progressions to inform planning and teaching</td>
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<td>Have knowledge of the learning needs of identified priority learners in their classrooms</td>
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<td>Recognise theories of motivation when discussing student learning needs</td>
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<td><strong>Standard 3 – understand how contextual factors influence teaching and learning</strong></td>
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<td>Have awareness of events, tensions and emotions that influence the learning context</td>
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<td>Consider the context of the learners during the teaching process</td>
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<td>Recognise and use culturally responsive pedagogies</td>
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<tr>
<td><strong>Standard 4 – use professional knowledge to plan for a safe, high quality teaching &amp; learning environment</strong></td>
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<td>Have awareness of all students in the learning environment</td>
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<td>Are beginning to apply appropriate behaviour interventions</td>
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<td>Articulate high expectations of success to each learner</td>
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<td>Structure and pace lessons to manage learners and groups of learners</td>
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<td>Integrate appropriate use of te reo Māori me ngā tikanga-a-iwi in their teaching practice</td>
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<td>Select and apply a range of teaching strategies</td>
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<td><strong>Standard 5 – use evidence to promote learning</strong></td>
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<td>Identify tools used to gather evidence of student learning</td>
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<td>Use evidence of student learning to inform pedagogical decisions</td>
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<td>Use evidence of student learning to evaluate teaching practice</td>
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<td>Use research evidence to inform pedagogical decisions</td>
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<td><strong>Standard 6 – develop positive relationships with learners and the members of learning communities</strong></td>
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<td>Develop relationships with students that enhance the process of teaching and learning.</td>
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<td>Participate in constructive conversations with parents/guardians.</td>
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<td>Engage in professional conversations with the teacher mentor and PLG</td>
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<td><strong>Standard 7 – be committed members of the profession</strong></td>
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<td>Demonstrate ethical behaviour</td>
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<td>Demonstrate professional behaviour and a desire to improve practice</td>
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<td>Participate in a broad learning community in the schooling context.</td>
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</table>
MTchLrn: Weekly teaching practice form: Terms three and four

This assessment sheet provides evidence of teaching practice performance and progress as observed by the teacher mentor.

Student teacher: Date:

Assessor:

Context of observation:
Topic/focus of teaching:
Length of observation (mins):
Number of students taught:
Contextual factors:

Student teacher to choose 3–5 indicators which they would like to have assessed for this lesson and observer to assess competence against the agreed graduate teaching standards indicators.

Agreed observation focus:

Reasons for focus of observation:
☐ Feedback from previous observations
☐ Alignment with university study
☐ Particular teaching activity
☐ Building on prior learning
☐ Other

Areas of strength

Areas for development, including timeframes.

Assessor signature: Student teacher signature:
Choose 3-5 items down by ticking down left side (reach at least C in each by the end of the trimester).

<table>
<thead>
<tr>
<th>Focus</th>
<th>S=Strong</th>
<th>C=Competent</th>
<th>D=Further Development required</th>
<th>U=Urgent action required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1 – know what to teach</strong></td>
<td>S</td>
<td>C</td>
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<tr>
<td>• Use appropriate content knowledge to inform pedagogical decisions</td>
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<td>• Apply the curriculum when making pedagogical decisions</td>
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<td>• Identify gaps in knowledge, including of the learning of EAL learners</td>
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<td><strong>Standard 2 – know about learners and how they learn</strong></td>
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<tr>
<td>• Use theories of learning, to inform pedagogical decisions</td>
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<td>• Use knowledge of subject specific learning progressions to plan flexible learning pathways</td>
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<td>• Apply knowledge of the learners and their learning needs to pedagogical decisions. Use questioning and group work.</td>
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<td>• Select and apply a range of teaching strategies to motivate students</td>
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<td><strong>Standard 3 – understand how contextual factors influence teaching and learning</strong></td>
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<td>• Have awareness of events, tensions and emotions that influence the learning context</td>
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<td>• Integrate appropriate te reo and te ao Māori into curriculum</td>
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<td>• Consider the context of the learners throughout the teaching process.</td>
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<td>• Apply and evaluate culturally responsive pedagogies</td>
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<td><strong>Standard 4 – use professional knowledge to plan for a safe, high quality teaching &amp; learning environment</strong></td>
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<tr>
<td>• Apply pedagogical content knowledge to enable learning.</td>
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<td>• Structure and pace learning to maximise learning, including of groups</td>
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<td>• Orchestrate the learning environment to be inclusive and harmonious.</td>
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<td>• Apply and evaluate behaviour interventions, routines and transitions</td>
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<td>• Integrate te ao Māori appropriately into teaching practice</td>
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<td>• Integrate appropriate use of digital technologies into teaching practice</td>
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<td><strong>Standard 5 – use evidence to promote learning</strong></td>
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<tr>
<td>• Critique the tools used to gather evidence of student learning</td>
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<td>• Use evidence of student learning to inform pedagogical decisions</td>
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<tr>
<td>• Use evidence of student learning to evaluate pedagogical decisions</td>
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<tr>
<td>• Use research evidence to inform teaching decisions</td>
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<tr>
<td><strong>Standard 6 – develop positive relationships with learners and the members of learning communities</strong></td>
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<td>C</td>
<td>D</td>
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<tr>
<td>• Maintain relationships with students that focus on each student’s educational success</td>
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<td>• Discuss individual learning progress with students and their parents/guardians.</td>
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<td>• Participate in constructive conversations with parents/guardians.</td>
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<td>• Collaborate with other professionals involved in the learning context</td>
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<td>• Engage in professional conversations with the teacher mentor and PLG</td>
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<td><strong>Standard 7 – be committed members of the profession</strong></td>
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<td>• Demonstrate ethical behaviour</td>
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<tr>
<td>• Demonstrate professional behaviour and a desire to improve practice</td>
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<tr>
<td>• Participate in a broad learning community in the schooling context.</td>
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</table>
Mentor teacher/Academic mentor summative 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.

The indicators provided are designed to be achievable for students at this stage of their programme. We recognise that all students need further development but it is possible (using these indicators) for a student to achieve ‘strong’ for each GTS, within the context of their development.

Assessment Scale:

Please do not circle across two grades. Where two grades are circled the lower grade will be the confirmed assessment.

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

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

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

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

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

Student Teacher: ____________________________

School: ____________________________

Year Level/s taught: ____________________________

This report was written by: ____________________________
Mentor teacher/Academic mentor/Visiting lecturer

Date: ____________________________

Number of days absent: ____________________________

Signatures

Student Teacher: ____________________________

Mentor teacher/ Academic mentor/ Visiting lecturer
### Professional knowledge

Graduating Teachers will:

<table>
<thead>
<tr>
<th>Observed evidence</th>
<th>Summary comment clarifying assessment decision and suggestions</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 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

Graduating Teachers will:

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<tbody>
<tr>
<td><strong>Standard 4:</strong> use professional knowledge to plan for a safe, high quality teaching and learning environment</td>
<td></td>
<td>S C FDR UAR</td>
</tr>
<tr>
<td><strong>Standard 5:</strong> use evidence to promote learning</td>
<td></td>
<td>S C FDR UAR</td>
</tr>
</tbody>
</table>

### Professional Values and Relationships

**Standard 6:** develop positive relationships with learners and the members of learning communities

| | | S C FDR UAR |
Professional Values and Relationships (continued)

Graduating Teachers will:

<table>
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<td>S C FDR UAR</td>
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</table>

General Comment – Strengths & Suggestions for Development

Areas of strength

Suggestions for focus and development

Please note if the spaces are not sufficient please feel free to add other pages or download electronic version at [www.victoria.ac.nz/education](http://www.victoria.ac.nz/education)
### Year Planner

#### Trimester 1

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Jan</th>
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<tr>
<td>University dates</td>
<td>WAD 21/1</td>
<td>WD 6/2</td>
<td>Exam Week</td>
<td>'O' Week</td>
<td>Tri 1</td>
<td>Mid Tri break</td>
<td>Easter &amp; AD 25/4</td>
<td>QB 3/6</td>
<td>Study / Exam</td>
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<td>Mid Year Break</td>
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#### School terms & holidays

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<td>University dates</td>
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<td>University dates</td>
<td>Tri 2</td>
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#### Key

| MTchLrn | Full time at school | Full time at University | 4 x 0.5 days school, Thursdays at University, 2 x 0.5 days independent study | Thursday at University | Teaching in 2nd context | Break |