

A Sample Practicum Report to illustrate how Key Teaching Tasks might be incorporated.

| Standard One: TE TIRITI O WAITANGI: To what extent does the teacher demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand? | | | | |
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| Key Teaching Tasks (Note: illustrative only – need to be determined in discussions between providers, practitioners and communities) | Student can do this with specific direction and direct supervision | Student does this with direct supervision and frequent feedback that guides performance improvement | Student does this with limited feedback. The student is self-directed and seeks guidance as necessary | The student can do this completely and accurately as an independent practitioner. |
| Shows, and requires of all learners, respect for tikanga Māori. | | | | |
| Uses te reo naturally and accurately in their interactions with learners. | | | | |
| In their everyday practice with Māori learners ensures that their knowledge, language, culture and experience is affirmed. | | | | |
| Is proactive in finding opportunities to integrate Māori language and contexts into teaching for all learners. | | | | |
| Comment | | | | |
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Standard Two: PROFESSIONAL LEARNING: To what extent does the teacher use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners?

| Key Teaching Tasks (Note: illustrative only – need to be determined in discussions between providers, practitioners and communities) | Student can do this with specific direction and direct supervision | Student does this with direct supervision and frequent feedback that guides performance improvement | Student does this with limited feedback. The student is self-directed and seeks guidance as necessary | The student can do this completely and accurately as an independent practitioner. |
|--|--|---|---|---|
| When faced with a new group of students finds out about their backgrounds, interests and experience. | | | | |
| When faced with new content does the background work to ensure they are well informed and accurate. | | | | |
| When faced with a teaching situation that didn't go as well as expected finds ways to do things differently. | | | | |
| Models accurate spoken and written communication. | | | | |
| Seeks out opportunities for working with colleagues to learn as much as they possibly can about teaching. | | | | |
| Comment | | | | |

Standard Three: PROFESSIONAL RELATIONSHIPS: To what extent does the teacher establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

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|--|--|---|---|---|
| Consistently communicates that they care about their learners identity, language and culture | | | | |
| Consistently communicates that they enjoy working with the learners, and that they are enthusiastic about what they are teaching. | | | | |
| When giving instructions does so in a way that avoids confusion and that is quickly understood by learners | | | | |
| When making explanations does so in a way that is clearly understood by students. | | | | |
| Intervenes in a timely manner to manage inappropriate learner behaviours. | | | | |
| When intervening to manage inappropriate learner behaviours does so successfully and in ways that maintain learner dignity. | | | | |
| Acts ethically and within appropriate professional boundaries in their interactions with learners. | | | | |
| Acts ethically and professionally in interactions with colleagues. | | | | |
| Comment | | | | |

Standard Four: LEARNING-FOCUSED CULTURE: To what extent does the teacher develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety?

| Key Teaching Tasks (Note: illustrative only – need to be determined in discussions between providers, practitioners and communities) | Student can do this with specific direction and direct supervision | Student does this with direct supervision and frequent feedback that guides performance improvement | Student does this with limited feedback. The student is self-directed and seeks guidance as necessary | The student can do this completely and accurately as an independent practitioner. |
|---|--|---|---|---|
| Finds ways to talk regularly to students about their learning, listens to their views and cares about what they think. | | | | |
| In what they say and in how they act with learners show that they genuinely care about their performance and learning. | | | | |
| In what they say and in how they act with learners show that they have confidence in the ability of each of learner to be successful. | | | | |
| In what they say and in how they act with learners show that they take personal and professional responsibility for supporting each of them to achieve. | | | | |
| Comment | | | | |

Standard Five: DESIGN FOR LEARNING: To what extent does the teacher design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures?

| Key Teaching Tasks <small>(Note: illustrative only – need to be determined in discussions between providers, practitioners and communities)</small> | Student can do this with specific direction and direct supervision | Student does this with direct supervision and frequent feedback that guides performance improvement | Student does this with limited feedback. The student is self-directed and seeks guidance as necessary | The student can do this completely and accurately as an independent practitioner. |
|---|--|---|---|---|
| In designing learning finds ways to integrate as much as possible content and contexts relevant to students culture, backgrounds and experience. | | | | |
| Builds into learning design a variety of learning strategies and experiences. | | | | |
| Uses national curriculum and/or assessment requirements to guide the selection of the focus for learning. | | | | |
| Uses a range of assessment information as a basis for helping to decide on next steps for learning. | | | | |
| Shares and discusses learning goals with learners. | | | | |
| Makes plans for learning but builds in sufficient flexibility to make adjustments in response to observation of student engagement and success. | | | | |
| Comment | | | | |

Standard Six: TEACH: To what extent does the teacher teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace?

Key Teaching Tasks

(Note: illustrative only – need to be determined in discussions between providers, practitioners and communities)

Student can do this with specific direction and direct supervision

Student does this with direct supervision and frequent feedback that guides performance improvement

Student does this with limited feedback. The student is self-directed and seeks guidance as necessary

The student can do this completely and accurately as an independent practitioner.

Uses systems and routines to minimise loss of learning time.

Creates and maintains a secure, orderly learning environment where interactions among learners and between teacher and learners are respectful

Balances warmth and compassion with challenge and demand for appropriate depth and pace of learning.

Provides feedback and support that enables learners to learn at an appropriate depth and pace.

Involves learners, shows interest in what they already know and makes learning relevant.

Is optimistic and never gives up on learners.

Make changes during teaching when they notice lack of learner engagement or success.

Reflects openly and critically on impact of teaching and is able to identify what they themselves need to change.

Comment