

**Professional Experience - Primary
Student Teacher Profile and Report Folder
Bachelor of Teaching**

Name:

ID:



Please return to:
Faculty of Education
Te Kura Toi Tangata

Primary Practicum Office
Centre for Teacher Education
Waikato University
Private Bag 3105
Hamilton 3240
Freepost 78837



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

BACHELOR OF TEACHING (PRIMARY) PROFESSIONAL EXPERIENCE OVERVIEW

(Please ensure this page is the first page in the folder)

Name: _____ Ham Tga MMP (Circle one)
ID Number: _____
Email address: _____
Year 1 – CUSP Weekly Placement
Semester A Placement
School: _____ M.T. _____ Class: _____
Semester B Placement
School: _____ M.T. _____ Class: _____
Professional Experience Year 1
School: _____ Class: _____
Mentor Teacher: _____ (Mentors please ensure correct name(s) are recorded for payment purposes)
M.T.'s MOE Payroll Number: <i>(from School's S.U.E Report)</i> _____
Dates of Professional Experience: _____ weeks
Student Teacher Absences: _____
Recommendations: M.T.: _____ (Pass/Fail) Evaluator: _____ (Pass/Fail)
Professional Experience Year 2
Semester A Placement
School: _____ M.T. _____ Class: _____
Mentor Teacher: _____ (Mentors please ensure correct name(s) are recorded for payment purposes)
M.T.'s MOE Payroll Number: <i>(from School's S.U.E Report)</i> _____
Dates of Professional Experience: _____ weeks
Student Teacher Absences: _____
Recommendations: M.T.: _____ (Pass/Fail) Evaluator: _____ (Pass/Fail)

Semester B Placement

School: _____ M.T. _____ Class: _____

Mentor Teacher: _____
(Mentors please ensure correct name(s) are recorded for payment purposes)M.T.'s MOE Payroll Number: *(from School's S.U.E Report)* _____

Dates of Professional Experience: _____ weeks

Student Teacher Absences: _____

Recommendations: M.T.: _____ (Pass/Fail) Evaluator: _____ (Pass/Fail)

Professional Experience Year 3

School: _____ Class: _____

Mentor Teacher: _____
(Mentors please ensure correct name(s) are recorded for payment purposes)M.T.'s MOE Payroll Number: *(from School's S.U.E Report)* _____

Dates of Professional Experience: _____ weeks

Student Teacher Absences: _____

Recommendations: M.T.: _____ (Pass/Fail) Evaluator: _____ (Pass/Fail)

Extra Professional Experience Yr 1, 2, 3.

School: _____ Class: _____

Mentor Teacher: _____
(Mentors please ensure correct name(s) are recorded for payment purposes)M.T.'s MOE Payroll Number: *(from School's S.U.E Report)* _____

Dates of Professional Experience: _____ weeks

Student Teacher Absences: _____

Recommendations: M.T.: _____ (Pass/Fail) Evaluator: _____ (Pass/Fail)

Comments: (For administrative purposes only)

PROFESSIONAL EXPERIENCE ONE

WEEKLY TEACHING EXPERIENCE

Minimum requirements for student teachers while in schools for their weekly teaching experience.

ONE DAY PER WEEK
Ask about and note down the Health and Safety requirements and procedures in the school.
Observe the teaching of your Mentor Teacher and note the management routines.
Introduce yourself to the students and get to know their names.
Plan and teach an episode to a small group.
Begin your reflections in your Portfolio.
Communicate with your Mentor Teacher about the teaching and learning programme in advance of your day in the class.
Continue to develop relationships with the students and assist the students with their learning in small groups as arranged with your Mentor Teacher.
Provide lesson plans to your Mentor Teacher 24 hours in advance, on the template provided by your curriculum lecturer. Have them signed by your Mentor Teacher.
Begin teaching individual lessons or parts of lessons increasing these throughout terms 1 & 2.
Continue to observe your Mentor Teacher.
Record your reflections in your Portfolio and keep your Portfolio up to date.
Complete your Reflective Journal by the end of each day.
Attend as a fulltime teacher and be available from 8.00 a.m. to 5.00 p.m. or as required.

PROFESSIONAL EXPERIENCE ONE

BLOCK TEACHING EXPERIENCE

Minimum requirements for student teachers while in schools for their block teaching experience.

WEEK ONE
Full coverage of the Health and Safety requirements and procedures in the school
Handbook and professional experience tasks discussed with student teacher
Long term teaching programme is planned; (use planner on next page or an equivalent)
Student teacher has observed Mentor teaching in major curriculum areas
Student teacher working with groups on regular basis
Written critiques on student teacher lessons provided by Mentor Teacher
WEEK TWO
Student teacher's planning checked and approved
Written critiques on student teacher lessons provided by Mentor Teacher
Student Teacher undertaking regular group teaching and has regular exposure to whole class teaching
Series of lessons in major curriculum areas begun
WEEK THREE/FOUR
Student teacher's planning checked and approved
Written critiques on student teacher lessons are being provided
Regular group and whole class teaching and assessment
Time tabled blocks of full control begun
Series of lessons in major curriculum areas
Lessons in other curriculum areas
Evaluative teacher's visit undertaken and report written
Half/whole days of full control in shared situations with Mentor Teacher
Mentor Teacher report written and discussed with student teacher who then signs it

KEEPING A FOLDER WHILE ON TEACHING PLACEMENT AND PROFESSIONAL EXPERIENCE

Guidelines for student teachers.

You will need an electronic storage system or a ring binder folder:

- Your records need to be stored in an electronic format/ring binder that can be shared easily with your Mentor Teacher and Visiting Lecturers.
- A means of dividing your folder/electronic storage system into sections (cardboard dividers can be purchased from a stationery shop or you can make your own) or use a system such as Google docs.

This storage system should contain all the material related to your weekly school placement and your professional experience.

Demonstrate effective recording through ability to:

- Maintain adequate records of the Mentor's teaching and general classroom procedures.
- Develop an effective storage system of your records.
- Keep up to date with tasks set by Faculty of Education and Mentor Teacher.
- Record hints, ideas, procedures etc. from observation and discussion with Mentor Teacher and in university papers.
- Record data consistent with assessment policies used by Mentor Teacher.

This also includes detailed planning of teaching and assessment of lessons taught.

Once you are a teacher, working with your own class, your folder will be your own working document. However, when you are on professional experience you may need to modify it so that your Mentor Teacher and your liaison and visiting Lecturers can find their way around it.

Once you have set up your storage system, you can use it for each professional experience block while you are at university.

Some suggested headings are:

- Administration (includes class lists, timetable, behaviour management plan, resource lists, and samples of mentor's planning, school notices).
- Mentor Teacher critiques/written feedback.
- A separate section for each curriculum area.
- Assessments of children (although this may be more conveniently kept with each curriculum area).
- Handy hints/useful ideas.

Student teachers may wish to develop and store parts of their folder records electronically. If so they must ensure that these are readily available to their Lecturers, Visiting Lecturers and Mentor Teachers at all times.

PROFESSIONAL EXPERIENCE ONE LONG TERM PLANNER

WEEK	1	2	3
Oral Language Speaking/Listening			
Written Language Reading/Writing			
Visual Language Viewing/Presenting			
MATHS			
SCIENCE			
SOCIAL STUDIES			
HEALTH & PHYS ED			
MAORI			
THE ARTS			
ENVIRONMENTAL ED			
TECHNOLOGY			
DUTY			
LIBRARY			
ROLL			
SCHOOL/CLASS EVENTS			

Please discuss and record with your Mentor Teacher the teaching and learning you will be covering over Professional Experience One.

PROFESSIONAL EXPERIENCE ONE

FIRST YEAR PLACEMENT ATTESTATION REPORT

Student teacher: _____ ID number: _____

Placement school: _____ Mentor teacher: _____

As a first year teacher education student, this student teacher meets my professional expectation of:

	Very Good	Satisfactory	Needs Work
Dress and personal presentation			
Dress and personal presentation			
Punctuality and attendance			
Developing professional language			
Involvement and participation			
Cooperation and commitment			
Relationships with students and staff			
Reliability and responsibility			
Initiative and independence			
Knowing how teachers engage children in learning			
Written recording			

From my observations, I consider this student teacher a suitable candidate for her/his first year professional experience.

Yes

No

Further comments where considered necessary:

Mentor Teacher:

Signed: _____ Date: _____

CUSP School FOE Liaison Teacher or Principal comment:

Signed: _____ Date: - _____

Associate Lecturers are requested to collate all attestations when completed by Mentor Teachers at the end of Term 2 and send to the Professional Experience Administrator: practicum@waikato.ac.nz

PROFESSIONAL EXPERIENCE ONE

STANDARD/CRITERIA FOR YEAR ONE

The Six Standards for the Teaching Profession provide holistic descriptions of what high-quality teaching practice looks like and what it means to be a teacher in Aotearoa New Zealand. The additional detail contained in the elaborations provides depth and context to the Standards themselves and supports Student Teachers to identify and develop high quality practices in their settings. The Standards are purposely designed at a high level so every practitioner can apply them to suit the context they are working in. Please use this document to assist you to write the "Professional Experience Report".

Visiting Lecturers and Mentor Teachers use the following criteria to assess student teachers. These criteria should be used by student teachers and mentors, to set goals and assess progress, throughout the practicum. http://edlinked.foe.waikato.ac.nz/~primary_practicum

CRITERIA	
A	Already developed to a high level in this area
1	No evidence of development has been seen in this area, unsatisfactory
2	Some evidence of development has been seen but improvement is needed, overall at satisfactory standard
3	Consistent development has been seen in this area, overall at a good standard
4	Very good development has been seen in this area, overall at very good standard
5	Outstanding development has been seen in this area, overall at excellent standard

1. Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and TeTiriti o Waitangi partnership in Aotearoa		
	Mid Practicum (A, 1-5)	End of Practicum (A, 1-5)
a) How effectively does the student teacher show their awareness of Te Tiriti o Waitangi Partnership?		
Understanding and having respect for the Treaty of Waitangi, Te Reo Maori me nga tikanga-a-iwi in their implementation and practice.		
Having an awareness of issues outside the classroom.		
Recognising how different values and beliefs may impact on learners.		
Demonstrating an understanding of issues of equity and the place of bicultural practices in the school.		
Using Te Reo Maori me nga tikanga-a-iwi appropriately in class.		
2. Professional learning: Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.		
a) How effectively does the student teacher demonstrate their knowledge of Professional Learning?		
Having increasing content and pedagogical content knowledge appropriate to the learners and learning areas of the class programme.		
Understanding the purpose and aims of the New Zealand Curriculum Te Maturanga o Aotearoa.		
Selecting appropriate curriculum content to suit the needs of individuals, groups of students and the whole class.		
Selecting and organising suitable resources.		
b) How effectively does the student teacher show that they have knowledge of learners and how they learn?		

Demonstrating concern for the welfare of students.		
Projecting personality effectively with students, gaining their respect and encouraging their learning.		
Using appropriate resources, equipment and technology.		
Selecting strategies appropriate to the individual or class.		
Asking a variety of appropriate questions.		
3. Professional relationships: Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.		
a) How effectively does the student teacher demonstrate their knowledge of Professional Relationships?		
Dress, speech, punctuality, maturity, poise.		
Commitment, involvement, cooperation.		
Resourcefulness, initiative, enthusiasm.		
Reliability, resilience, responsibility.		
Flexibility, sense of humour, composure.		
Willingness to accept constructive advice and act on it.		
Concern for continuing professional growth.		
Being able to put aside personal problems at work.		
b) How effectively does the student teacher demonstrate their ability to develop relationships with learners?		
Using appropriate body language/eye contact, facial expression and gesture. Avoiding repetitive mannerisms of speech and gesture.		
Using students' names and pronouncing them correctly.		
Relating to students as individuals in the class.		
Talking and interacting with students.		
Promoting effective interaction between students in the class.		
Listening carefully to students' responses and acknowledging their contributions.		
Using clear, unambiguous language related to the ability of the students.		
Developing a positive working relationship with the students.		
c) How effectively does the student teacher demonstrate their ability to develop professional relationships with colleagues?		
Being considerate of Mentor Teacher and other staff.		
Working as a cooperative team member with those who share responsibility for the learning and wellbeing of students.		
Demonstrating consideration of parents/caregivers, family/whanau.		
4. Learning-focused culture: Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.		
a) How effectively does the student teacher demonstrate their ability to develop a learning focused culture?		
Giving clear instructions and use of 'wait time'.		
Organising appropriate seating, movement and work areas.		
Using effective attention gaining skills.		
Using appropriate and authentic praise.		
Monitoring and promoting children's responsibility for learning and behaviour.		
Presenting a consistent, confident and comfortable role model.		
Being firm with, but supportive of students.		
Providing opportunities for students to work independently and develop problem solving and metacognitive strategies.		
Reacting appropriately to a variety of behaviours to maintain quality learning.		

Managing individuals/groups/class with confidence in a variety of situations, including outside the classroom.		
Using a range of effective management strategies		
Maintaining class routines.		
Maintaining consistent and effective management patterns for extended periods of time.		
Using variation of voice, pitch, volume, tone and expression.		
5. Design for learning: Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.		
a) How effectively does the student teacher demonstrate their ability in designing learning?		
Their ability in oral and written communication, including standard of grammar, spelling and punctuation.		
Selecting and writing appropriate and clearly stated achievement objectives, specific learning intentions and success criteria		
Selecting suitable teaching steps, strategies and activities when working with a variety of groups and the whole class.		
Planning appropriate units or series of lessons with skill and efficiency in interesting, appropriate and logical ways.		
Using acceptable models to present and organise written planning efficiently, effectively and punctually.		
Meeting the requirements of both the University and Mentor Teacher effectively.		
Planning a group programme in consultation with the Mentor Teacher.		
Using relevant and up to date teaching and learning resources.		
Using a variety of teaching techniques and learning media.		
Motivating and maintaining students' interest.		
Actively involving students in the learning process.		
Implementing planning flexibly.		
Reviewing and summarising for appropriate lesson conclusion.		
Linking activities and objectives over a series of lessons.		
Revealing strengths in particular curriculum areas.		
6. Teaching: Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.		
a) How effectively does the student teacher demonstrate their teaching?		
Systematically and critically reflecting and refining their own practice.		
Recording assessment effectively, with links to stated specific learning intentions, learning outcomes, success criteria and to future objectives.		
Encouraging students to assess their own achievement.		
Keeping accurate and tidy records.		
Recording data consistent with assessment policies and the practices of the school and the associate teacher.		
Maintaining adequate records of the Mentor's teaching and general classroom procedures.		
Keeping up to date with tasks set by the University and the Mentor Teacher.		
Recording ideas, procedures and strategies from observation and discussion with Mentor Teacher.		
Keeping effective, organised and suitably arranged records – either electronic or in a hard copy.		

PROFESSIONAL EXPERIENCE ONE

STUDENT TEACHER SELF DIRECTION

To be completed by the student teacher

Using the Standard/Criteria Checklist:

a) List the competencies you feel a sense of achievement in so far in your teacher education programme.
Please use the standard/ criteria for year one teaching experience to help you:

TE TIRITI O WAITANGI PARTNERSHIP

PROFESSIONAL LEARNING

PROFESSIONAL RELATIONSHIPS

LEARNING FOCUSED CULTURE

DESIGN FOR LEARNING

TEACHING

b) List the areas you feel you need practice in:

TE TIRITI O WAITANGI PARTNERSHIP

PROFESSIONAL LEARNING

PROFESSIONAL RELATIONSHIPS

LEARNING FOCUSED CULTURE

DESIGN FOR LEARNING

TEACHING

List the opportunities you would like to be offered during this professional experience (if not listed above).

List any special interests/abilities you may have (e.g. music, sport, drama etc) that you could contribute to school or classroom life.

c) As a result of listing your growth needs in (b), choose three specific development goals. This could relate to any of the categories. Be as specific as possible. Describe your chosen goals. (Kākano Rua ITE students are expected to include a goal to support the development of their Te Reo Māori. This goal should link to Tātaireo).

Goal 1:

Goal 2:

Goal 3:

PROFESSIONAL EXPERIENCE ONE

MENTOR TEACHER REPORT

Name:	
School:	
Mentor Teacher:	
Class:	

1. Development of an awareness and commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership

Needs Support	Developing	Competent
Comment:		

2. Development of positive relationships with students, associate teachers and other staff

Needs Support	Developing	Competent
Comment:		

3. Commitment and diligence in organisation and preparation of planning and records including understanding of the place of assessment

Needs Support	Developing	Competent
Comment:		

4. Willingness to reflect on own practice and seek out, listen to and act upon constructive advice

Needs Support	Developing	Competent
Comment:		

5. Use of a variety of approaches to establish a "teacher presence"

Needs Support	Developing	Competent
Comment:		

6. Development of knowledge and understanding of curriculum

Needs Support	Developing	Competent
Comment:		

Suggestions for further development/other comments:

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Mentor Teacher's recommendation:

Pass

Fail

Signature:	Date:
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PROFESSIONAL EXPERIENCE ONE

ASSOCIATE LECTURER REPORT

Name:	
School:	
Associate Lecturer:	
Class:	

1. Development of an awareness and commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership

Needs Support	Developing	Competent
Comment:		

2. Development of positive relationships with students, associate teachers and other staff

Needs Support	Developing	Competent
Comment:		

3. Commitment and diligence in organisation and preparation of planning and records including understanding of the place of assessment

Needs Support	Developing	Competent
Comment:		

4. Willingness to reflect on own practice and seek out, listen to and act upon constructive advice

Needs Support	Developing	Competent
Comment:		

5. Use of a variety of approaches to establish a "teacher presence"

Needs Support	Developing	Competent
Comment:		

6. Development of knowledge and understanding of curriculum

Needs Support	Developing	Competent
Comment:		

Suggestions for further development/other comments:

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Associate Lecturer's recommendation:

Pass

Fail

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Signature:

Date:

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PROFESSIONAL EXPERIENCE ONE

STUDENT TEACHER SELF EVALUATION

Use your own professional experience reflections, your Mentor Teacher's feedback and the criteria for Year One Professional Experience to help you complete the following:

What aspects of the practicum gave you the greatest satisfaction?

In what aspects of TE TIRITI O WAITANGI PARTNERSHIP did you make the most development?

In what aspects of PROFESSIONAL LEARNING did you make the most development?

In what aspects of PROFESSIONAL RELATIONSHIPS did you make the most development?

In what aspects of LEARNING FOCUSED CULTURE did you make the most development?

In what aspects of DESIGN FOR LEARNING did you make the most development?

In what aspects of TEACHING did you make the most development?

List the aspects of your teaching and classroom work you feel need strengthening during the next professional experience.

Professional Goal Evaluation:
In relation to your main professional goals you identified, reflect upon your development in these areas incorporating your Mentor's feedback and your own insights:

PROFESSIONAL EXPERIENCE TWO GOAL SETTING

Using the self evaluation sheet you have just completed consider three specific goals for your Professional Experience Two next year.

You will be able to re-visit these prior to your Professional Experience.

Ensure these goals are: specific, measurable and attainable and reflect your own Yr 1 self evaluation; your Mentor Teacher's feedback; along with other evaluative feedback you have received.

Goal 1:

Goal 2:

Goal 3:

