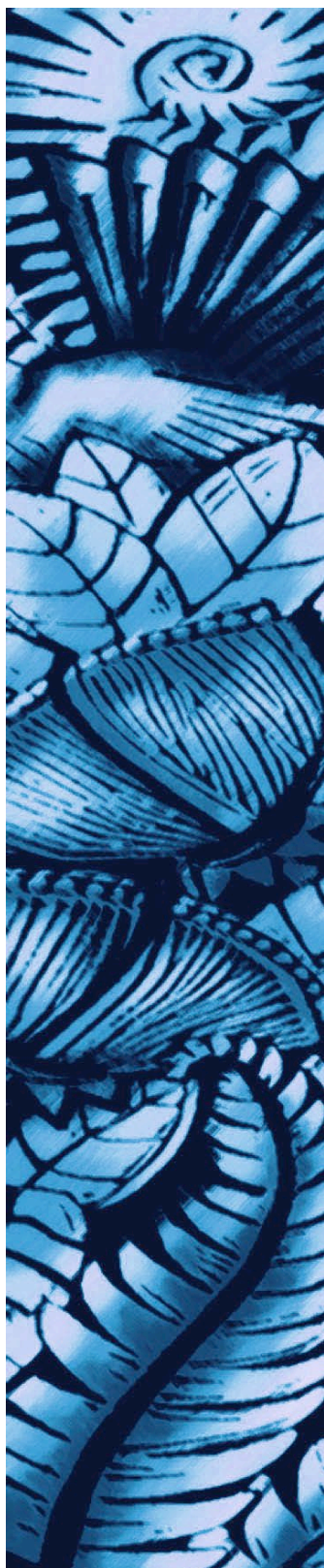




THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# 2017

Faculty of Education and Social Work



## Bachelor of Education (Teaching) Primary Specialisation

### Practicum: EDPRAC 101 The Professional Teacher 1

#### Associate Teacher Assessment Report

**Name:**

This report must be returned to the Practicum Office to ensure a grade is entered.  
Failure to do so may result in a DNC being recorded.

#### The Assessment Process: EDPRAC 101

<b>Initial visit</b>	Professional Supervisor, associate teacher and student teacher determine date/time for the observation visit and the date and form of the Professional Conversation.
<b>Prior to the assessment visit</b>	Associate Teacher and student teacher work together on practicum outcomes and identify/action 'next steps' for student teacher's professional development. Associate Teacher checks file and gives on-going written and oral feedback in relation to practicum outcomes and identified 'next steps' for professional development. Associate Teacher and student teacher each complete a pre-assessment report prior to Professional Supervisor observation and professional conversation.
<b>Provisional assessment</b>	Professional Supervisor observes student teacher, checks file, records feedback/feed forward comments for student teacher, and identifies LOs achieved/not achieved in provisional assessment report. <b>Professional Conversation</b> Professional Supervisor, Associate Teacher and student teacher meet to discuss achievements in relation to LOs. Professional Supervisor records provisional assessment agreed upon on Professional Supervisor report form.
<b>Following Assessment Visit</b>	Associate Teacher and student teacher continue to work together on practicum outcomes. Associate Teacher continues to check file and provide oral and written feedback. On-going contact with Professional Supervisor is maintained as required. Associate Teacher completes final assessment summary and confirms provisional assessment. Report forwarded to EDSW with student teacher.
<b>After Practicum</b>	Student teacher meets with Professional Supervisor to confirm assessment at end of practicum. Final assessment recorded on Professional Supervisor's report. Student teacher delivers report to practicum office. Failure to submit report to the Practicum Office will result in DNC (Did not complete) being entered on the record.

Associate Teacher Assessment Report – Pre-assessments to be completed prior to triadic discussion, where possible.	
<b>Each learning outcome must be assessed in relation to the assessment criteria. The assessment terms for each learning outcome are:</b>	
<b>Achieved</b>	indicates the competent demonstration of the assessment criteria at a 100 level. Competence is evident through the student's consistent professional practice and appropriate written evidence in the practicum file.
<b>Not achieved</b>	indicates lack of competent demonstration of the assessment criteria at a 100 level through either lack of consistent professional performance or lack of appropriate written evidence in the practicum file or both.

<b>Learning Outcome 1</b> <b>Demonstrate an ability to communicate and establish professional relationships</b>	Achieved	Not Achieved
1.1 appropriate communication with learners and colleagues is consistently demonstrated		
1.2 appropriate relationships with learners and colleagues are established and developed positively		
<b>Comment/Evidence</b>		

<b>Learning Outcome 2</b> <b>Demonstrate emerging pedagogical practice that contributes to children's learning</b>	Achieved	Not Achieved
2.0 different ways of teaching to suit children's interests, abilities and learning requirements are identified and discussed		
2.1 planning is informed by: - analysis of focussed observations and discussion about children's learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives		
2.2 inclusive practices are identified when planning for learning		
2.3 teaching/learning experiences that enhance children's learning are carefully planned, implemented and evaluated		
2.4 children's learning is monitored, analysed and evaluated to inform subsequent planning		
2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency		
<b>Comment/Evidence</b>		

<b>Learning Outcome 3</b> <b>Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/New Zealand</b>		Achieved	Not Achieved
3.1	positive personal and professional requirements stipulated by the Education Council <i>Fit to be a Teacher</i> Criteria are demonstrated appropriately		
3.2	responsibilities to Māori learners are recognised and implications for teachers' practice are identified and discussed		
3.3	'next steps' for practicum-related professional learning are identified through own and others' evidence and actioned and evaluated with support		
3.4	opportunities for professional growth are recognised, actioned and reflected upon with beginning insight		
<b>Comment/Evidence</b>			

<b>Learning Outcome 4</b> <b>Discuss factors within the school/community context which impact the work of teachers</b>		Achieved	Not Achieved
4.1	the complex roles that teachers carry out within the class and wider school environment are explored		
4.2	social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully		
<b>Comment/Evidence</b>			

