



**Teaching
Council of
Aotearoa
New Zealand**

Kukari Newsletter for ITE students



Unteach Racism



Scan the QR codes with your phone camera to get started

Unified Assessment Judgements on Student-teacher Practice during Professional Experience Placements

Thursday 27 April
10.30am-12.00pm

In preparation please:

- Turn on your cameras
- Ensure your microphone is muted to maintain audio quality
- Introduce yourself using the chat – Let us know your name, where you come from and what your role is there!



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

WHAKAMANA

MANAKITANGA



PONO

WHANAUNGATANGA

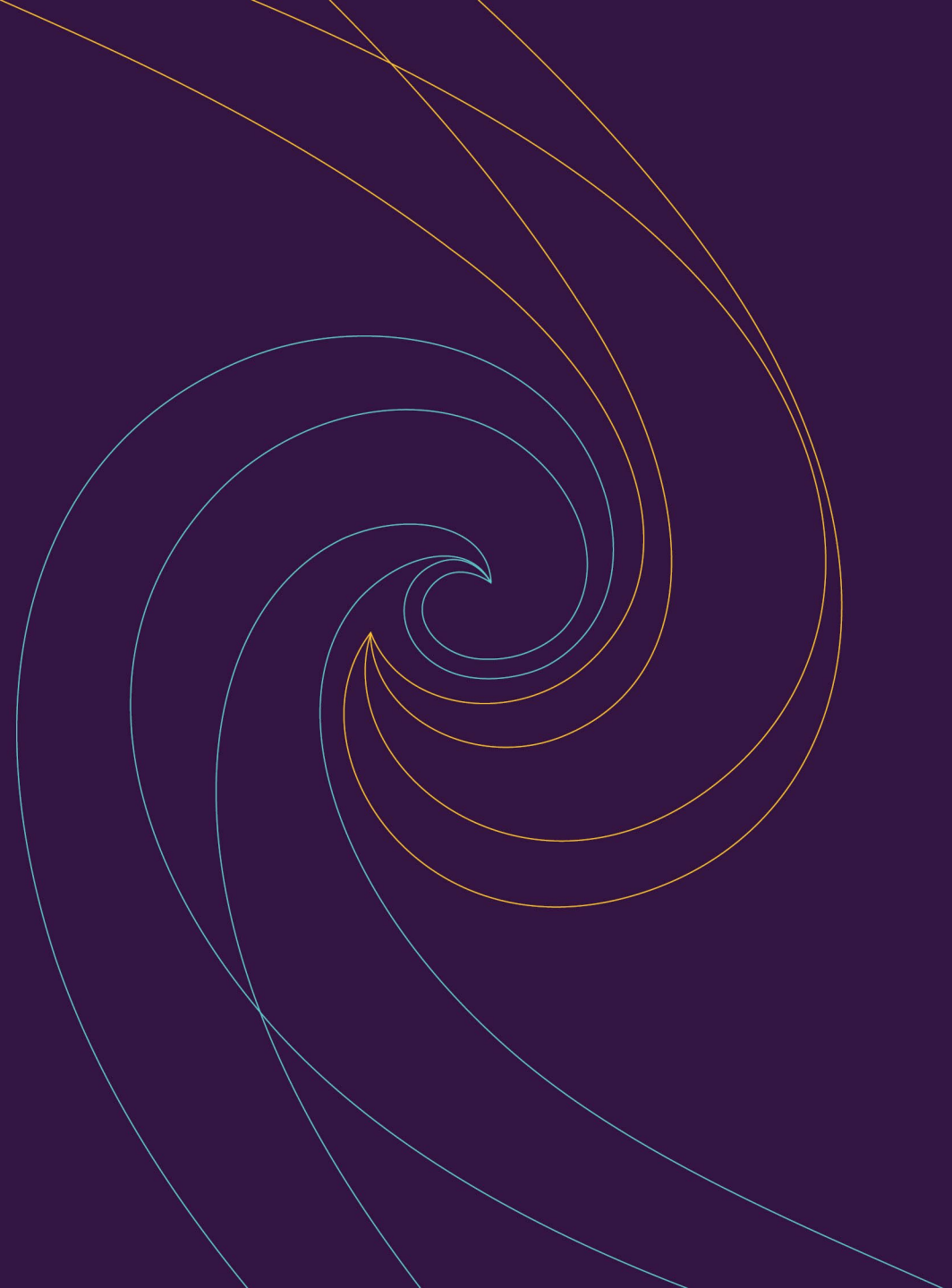
Te whare o te Matatū

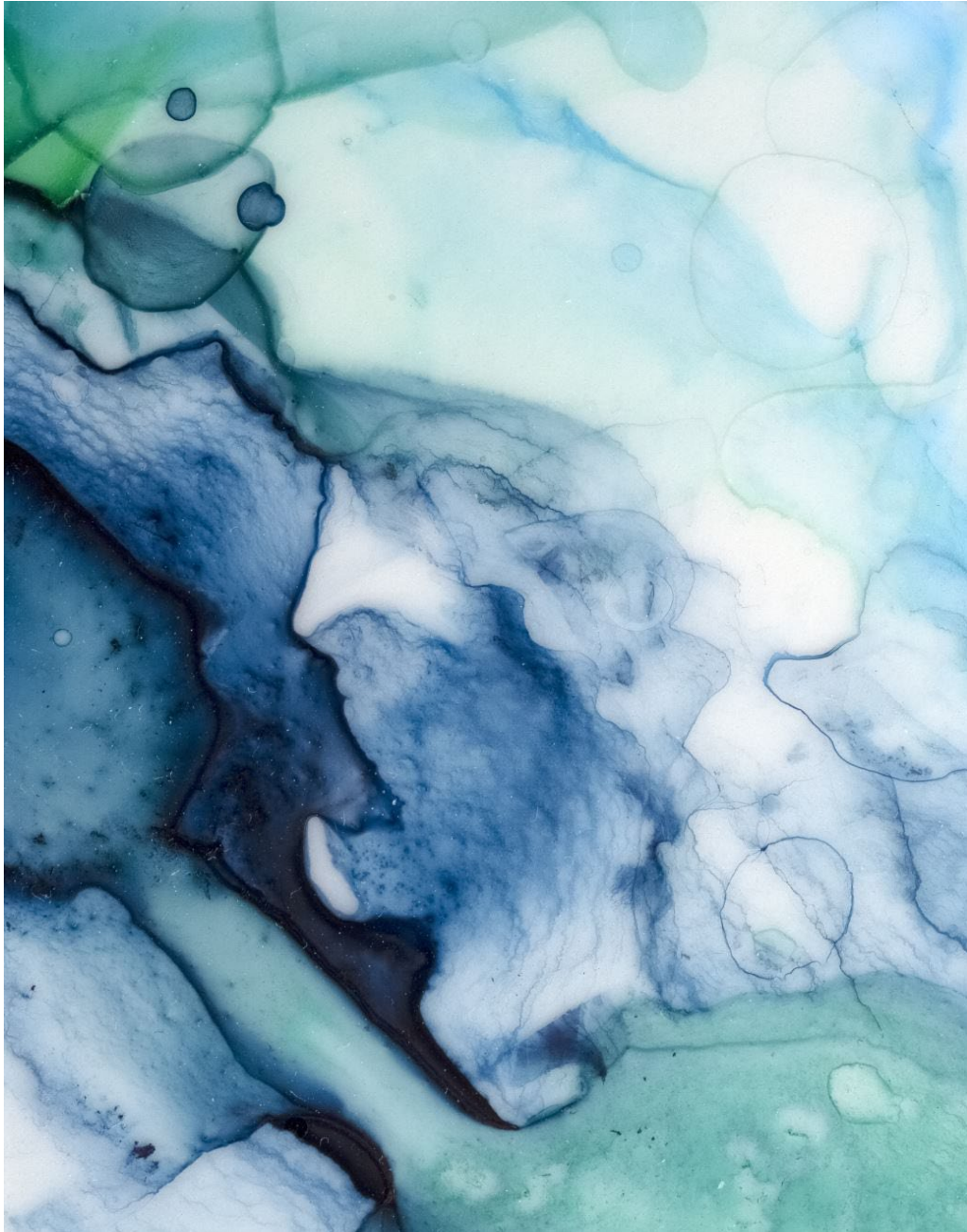
Agenda | Paekōrero

- Speaker 1 – Karyn Aspden, Senior Lecturer, Massey University
- Speaker 2 - Amanda Perry – Head of Education, Laidlaw College
- Breakout
- Wrap up



Karyn Aspden





ITE Symposium April 2023

**Reaching effective,
unified assessment
decisions for
student-teachers on
placement – what are
the challenges?**

Karyn Aspden, Massey University Institute of Education



Why is unified and effective assessment a challenge?

- Each practicum assessment was very unique, even given the similarities of institutional process and practice
- Individual and interpersonal characteristics were key defining features in shaping the way in which assessment was enacted and experienced – and for the tensions that arose
- The assessment of practicum is therefore very complex – both institutionalised and individualised
- Hierarchical patterns of relationships within the practicum are still evident, even when there is direct action to address this



The core assessment question...

Would I want this student to teach my child? My grandchildren?

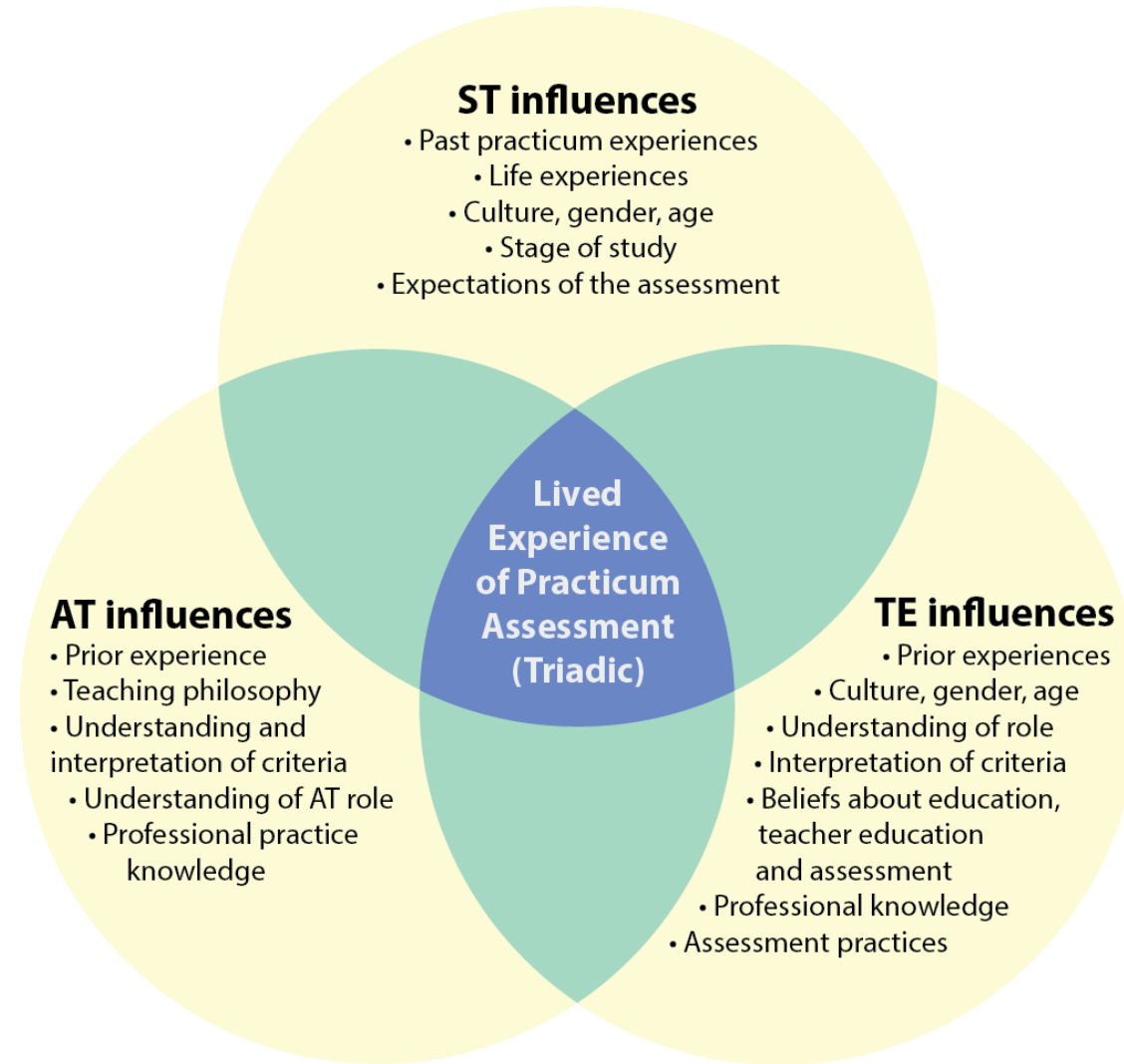
Would I want to teach with this student in my education setting?



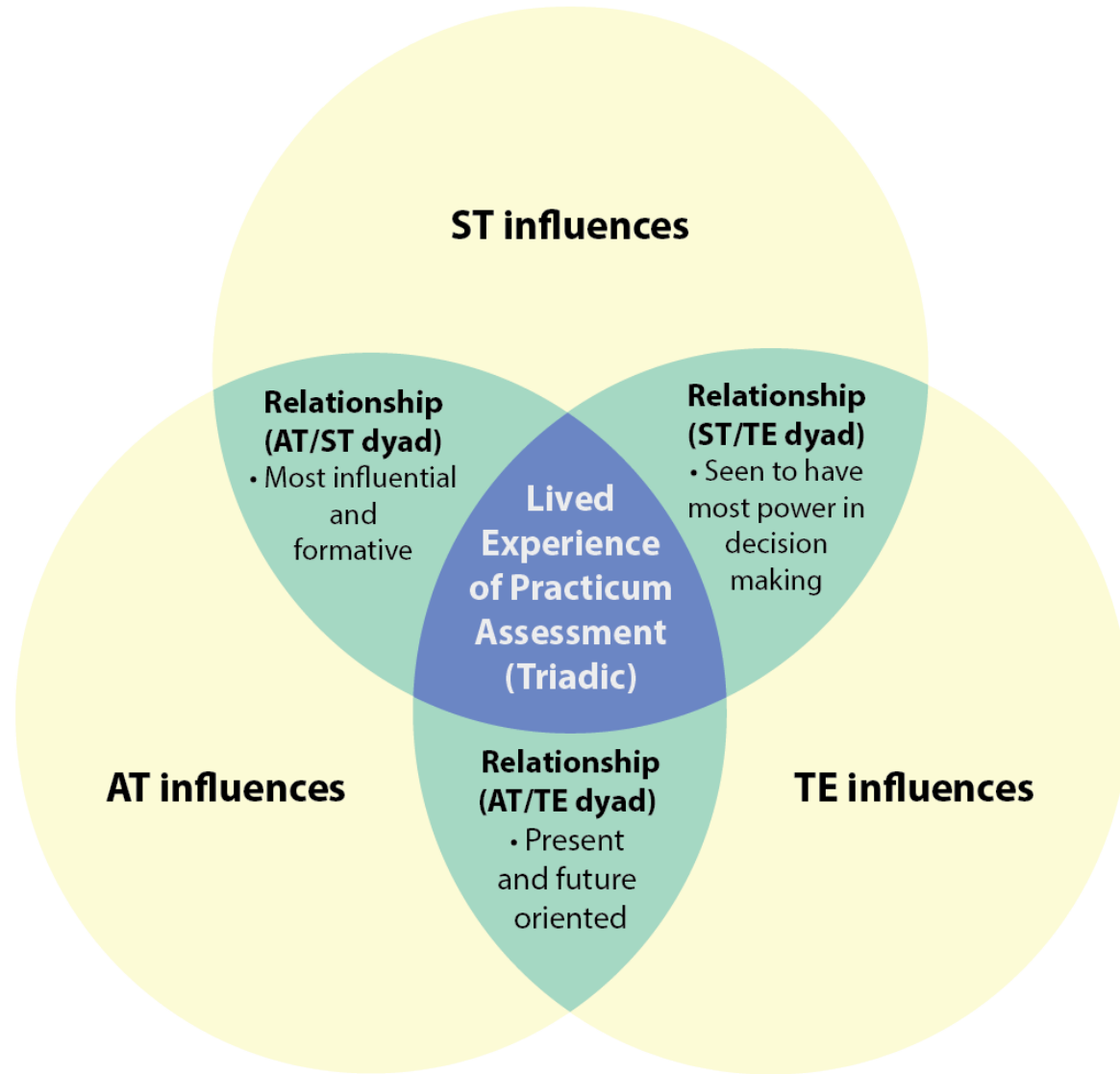
So, I guess I have an internal measurement, judgement, whatever it is you want to call it... Yeah, about would I leave my children with this teacher?... Would I leave my grandchildren with this teacher? And I think those are things that are really, really, important, because they're the things that come from the belly. They're our basic instincts about whether we trust this person... so, and sometimes we might have lots of questions about a person, and we have to make a final judgement – that's part of our role as an assessor.



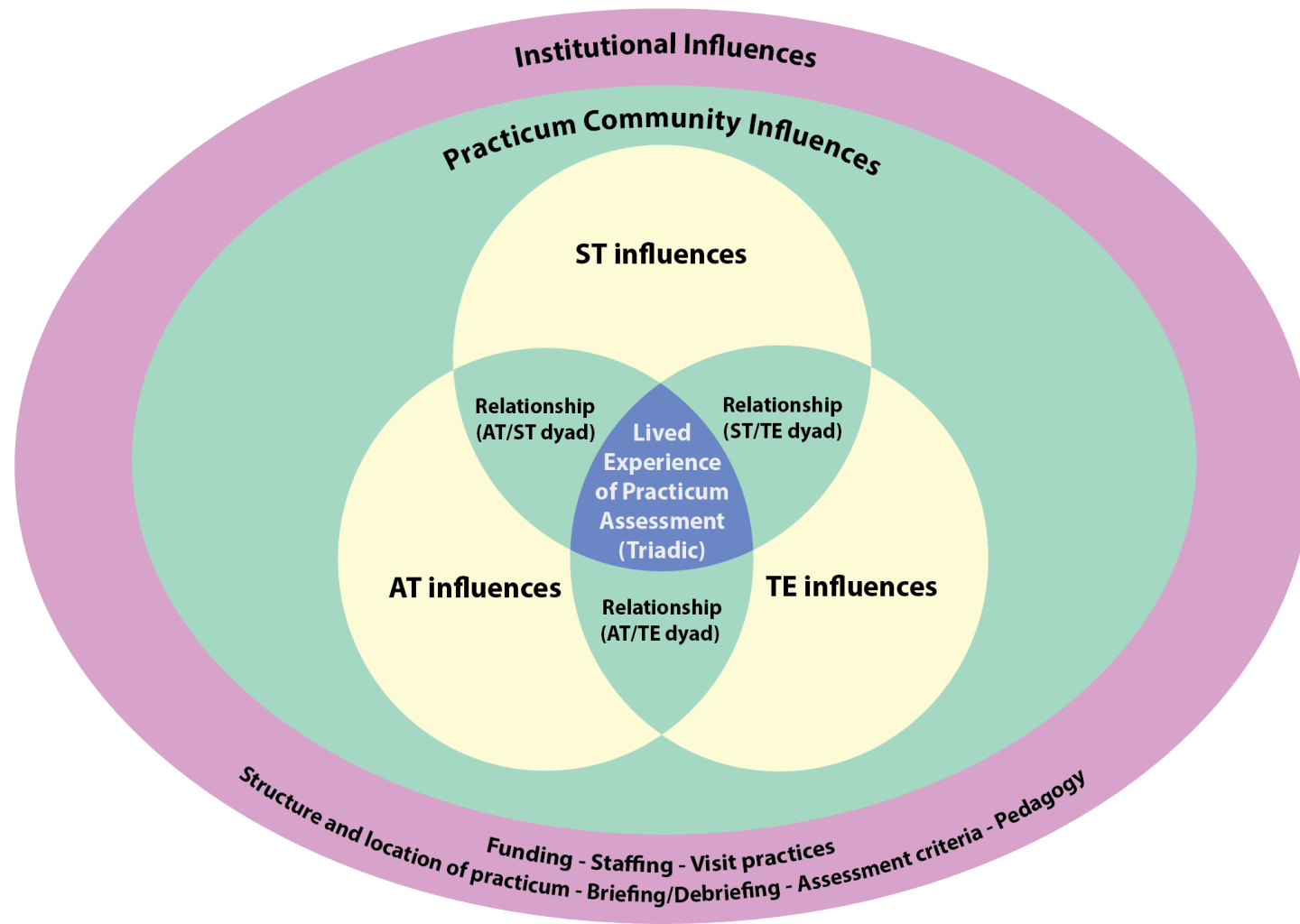
As a lecturer I can bring all the academic stuff, look for and assess the academic stuff, but my ultimate evaluation is usually guided by intuition, the intuition that they know how to use that, all that academia stuff, intuition that they are an authentic practitioner and they have the passion and commitment and the rights for the children at the forefront, and intuition that they are a good person, and they do deserve to be with our children. That's probably an interesting statement, deserving to be with our children... because it carries my own intuition, that we don't automatically have rights as an adult to work with children, but we must prove it. So to some extent that might subconsciously be there in my evaluation process – have you earned the right and the privilege.



Individual Factors



Relational Factors



Institutional Factors



What are the issues that student teachers face?

Bias

Breakdown of relationships

Lack of support

Stress and anxiety

Unexpected or unfair assessment outcomes

A limited role in assessment

Lack of power

Need to please



"In my 2nd practicum my AT gave conflicting feedback to my [teacher educator]. She had told me how great everything was that I was going, and then as soon as my [teacher educator] came she turned around and told her the complete opposite."



"The standards I had to pass did not fit with the centre's policies or philosophy – I therefore received negative feedback as I was trying to fit in the centre's way of life."



"At the end of one of my assessments, my TE asked me which teaching standard I would like to fail. I was really shocked and asked her to clarify. She responded by saying that [institution] doesn't like it when second-year students pass all of the Standards so she always picks one for them to work on. Knowing that I had shown competency in all of the standards and having evidence of this, filled out by the educator herself – this really upset me.



What are the issues that AT's identified?

Time

Conflict in relationships

Clarity of expectations and criteria

Failing Students

Ethical and professional issues

Being heard – being silenced – tactical compliance

Institutional concerns

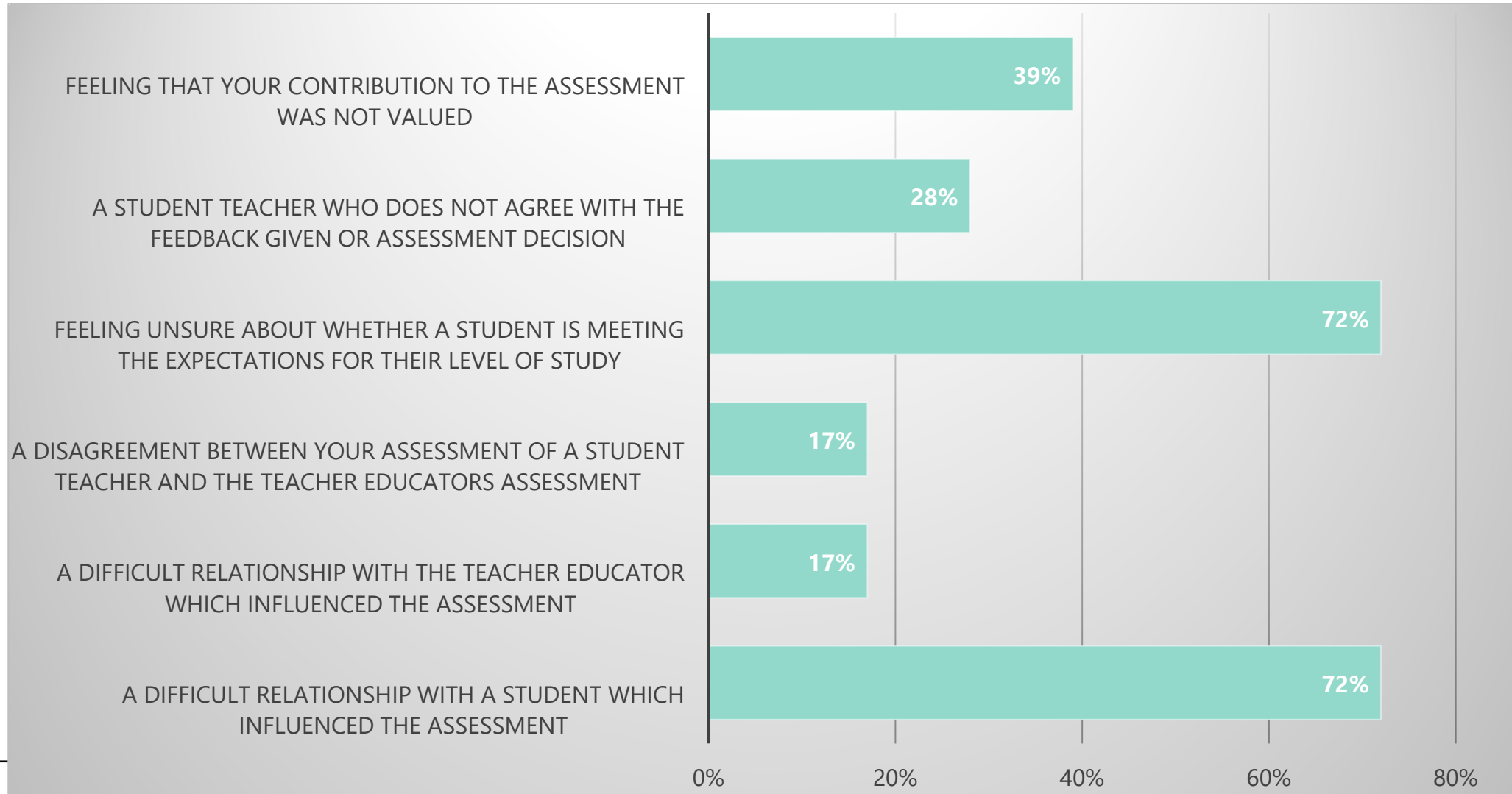


"During a triadic discussion my opinion was not asked for once. When I did try to join in the conversation I was 'talked over' by the visiting lecturer. This happened to be a senior lecturer, highly qualified and I was made to feel intimidated by her."



"I had a final year student who lied about the hours on her time sheet, but when I commented and queried this to the training provider, there was no follow up or phone call from the provider. I presume the student graduated anyway: this lack of integrity on the part of both the student and provider is very disturbing. As a result, I would never appoint a teacher with a qualification from that institution."

AT reported challenges





The AT perspective

- Good relationships
- The opportunity to talk about the assessment criteria and clarify uncertainties
- Consistency in expectations
- Transparency in decision making
- To be respected for their contribution
- Further PD and training – but how to do this is problematic



What are the issues that TE's identified?

Preservation of relationship with education settings

Clarity of expectations and criteria

Failing Students – professional gatekeeping

Ethical, well-being and professional issues

Institutional constraints



"Another common situation is when the associate teacher does not provide honest and accurate feedback and only highlights the positive aspects of practice, rating them more highly than is deserved and therefore giving the student a false perception of how well they are doing. They are then unprepared when given honest feedback by the visiting tutor and this can result in the conflict as the student may find it more difficult to accept the feedback."

"An AT gave a satisfactory korero on the student's attributes at the time of lecturer visit, but when the final student report was received it was very scathing of student's attitude and practice."



So what can assessment be?

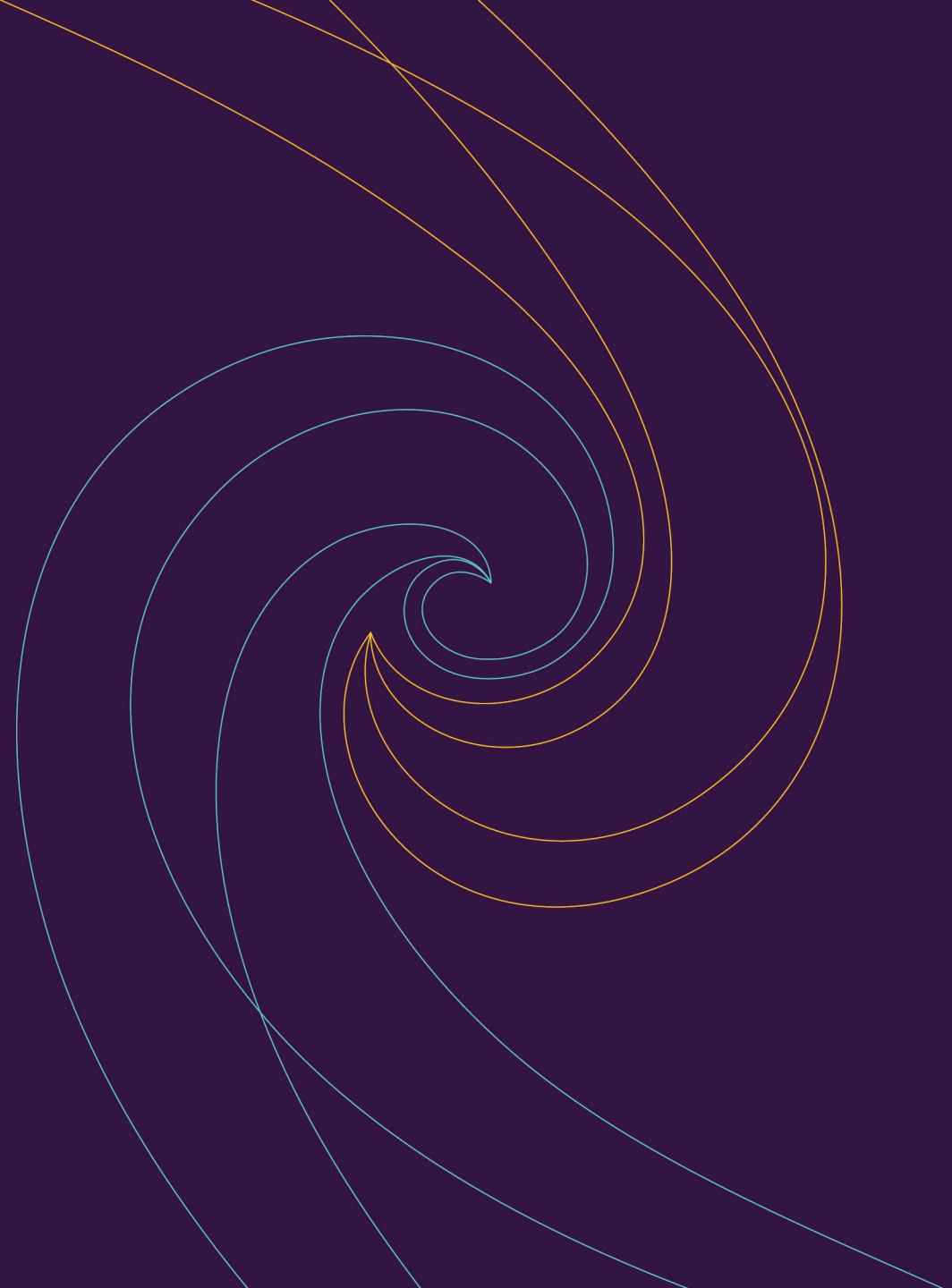
"When the assessment is realistic and honest, and the student takes away with them encouragement and drive to keep learning and developing their practice. Mutual respect is a key thing here: a sound professional relationship and rapport must be developed very early on, giving the right to speak honestly without offence being taken. As a result, the student can be encouraged to step out into trying new things, take risks and meet challenges, knowing that they will be supported and encouraged to develop far beyond their own expectations."



Some final thoughts

- Acknowledgement of the subjectivity of assessment practices, and dialogue around difficult issues such as bias
- Greater transparency in assessment practices and decision making
- Ways of working that challenge the established hierarchal patterns, and give more voice to all participants in safe ways that support growth
- The role of debriefing
- Associate Teacher selection, training and professional development

Amanda Perry



High quality lecturer/associate teacher assessment decisions for student teachers' classroom practice

Amanda Perry – Laidlaw College

Practicum Placements



- Practicum Manager who oversees the practicum portfolio
- Student Hubs – where lecturers oversee clusters of students
- AT's complete written reports and engage in on-going discussions
- Hub leader is a sounding board and source of support for ATs

On A Visit....



- Firstly, remembers it is an artificial experience for student with power imbalances, and is high stakes.
- Observes the student
- Has a check-in conversation with AT
- Triadic conversation

Triadic Conversation



- Hub leader or VL has evidence gathered from seeing the students work and observation
- Student has evidence from their portfolio
- AT has evidence to support what they have observed

Where It Gets Tricky....



- When we don't quite see the same things....
- We don't have evidence to support our hunches/claims
 - AT colludes with the student – very keen to see them pass
 - AT is critical of the student without sufficient prior conversations
- AT or school has a strong opinion that the student should not pass

What Could We Do Differently?



- Be really clear about the expectations/criteria
- Highlight the importance of evidence gathering and self assessment
- Normalise the hiccups of working in relationship with others
- Normalise needing more time on placement “to cook” is not a bad thing. (Competency vs time served?)

What Could We Do Differently?



- Communicating learning edges early and consistently
- Cannot hope that the student will just improve over time
- Students should be going out on later stage practicums confident that they have the required skills
- Failing a practicum should not come as a surprise to a student

What Could We Do Differently?



- Communicate more clearly ITE responsibilities and tensions to ATs/schools
- PD opportunities for AT's (courageous conversations)
- Consider in advance how to navigate ruptures to relationships

In Summary



- We are working with humans – it will get messy!
- Purpose, clear, and consistent in approach
- Grace is needed for each party to the journey
- Consistently self reflect and improve the process.

Break out room conversation (20 minutes)

Discussion:

"What are the key factors for reliably unified assessment judgements about student-teacher practice between evaluative lecturers and Associate Teachers?"



Upcoming ITE Symposia

April 27	Placement Assessments	
May 4	Curriculum Refresh	9.00am - 12.15pm
Early June	PGC for ITE teachers	TBC
	PGC for ITE staff	TBC
June 27/28	TEFANZ hui	
August 16	Code (TBC)	10.30am - 12.00pm
September 20	Inclusive Education	10.00am - 12.00pm
October 18	Curriculum specialist support?	10.30am - 12.00pm
November 29	Round up 60 mins	11.00am - 12.00pm

Karakia Whakakapi



Karakia Whakakapi

Kua ea ki runga

Kua ea ki raro

E Rongo whakairihia ki runga kia tina.

Tina!

Haumi ē! Hui ē! Taiki ē!

Closing Affirmation

It has been completed above

It has been completed below

Let peace be suspended on high as a beacon to guide us.

Let us unite!

Let us gather together!

Let us secure our purpose!

Matatū. Tū Mataora.
Stand tall. Shape the future.

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