

## A Sample Professional Experience Placement 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?

<b>Key Teaching Tasks</b> (Note: illustrative only - need to be determined in discussions between providers, practitioners and communities)	Student teacher can do this with specific direction and direct supervision	Student teacher does this with direct supervision and frequent feedback that guides performance improvement	Student teacher does this with limited feedback. The student is self-directed and seeks guidance as necessary	The student teacher can do this completely and accurately as an independent practitioner
Shows, and requires of all learners, respect for tikanga Māori				
Uses te reo Māori 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				
<b>Comment</b>				



## 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 teacher can do this with specific direction and direct supervision

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

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

The student teacher 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?

#### Key Teaching Tasks

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

Student teacher can do this with specific direction and direct supervision

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

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

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

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 teacher can do this with specific direction and direct supervision

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

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

The student teacher 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

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

Student teacher can do this with specific direction and direct supervision

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

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

The student teacher 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: TEACHING:

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 teacher can do this with specific direction and direct supervision

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

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

The student teacher 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

