

Professional Practice Report Form Initial Teacher Education Programme

Student Teacher Name:		Programme:	
School Name:			
Year Level/s Observed:		Date:	
Report Written By:	Please Select One		
Professional Practice Period:	Term 1 / PP 2/ Swap/ PP3 / Additional Visit		

How to use this Professional Practice Report Form

This form is for kaiako pou/Associate Teachers (AT)/Mentor Teachers (MT) to provide useful weekly feedback and next steps to kaiako tauira/Student Teachers (ST) after all the teaching observations carried out during a ST's Professional Practice (PP). Visiting Lecturers (VL) will complete this form during scheduled observation visits.

Evidencing elaborations from the Teaching Standards and Code of Professional Responsibility (TCANZ) is the basis for all PP assessments. VLs, ATs, and MTs assess ST progress against all six of the Standards only in their PP final reports

Indicators of progress are:

- Competent and Ready to teach. ST demonstrates competence and meets most or all the elaborations in a Standard with minimal support and guidance.
- Progress towards competency. ST demonstrates progress towards competency in most of the elaborations in a Standard with some support.
- Unsatisfactory Progress. ST requires significant direct support and guidance for some or all elaborations in a Standard.

There is a space on the right-hand side of this page to indicate feedback and or areas of concern about the Student Teacher's progress or performance against any of the Standards. Associate Teachers/Mentor Teachers/Visiting Lecturers should contact the Programme Director/s immediately if there are any areas of concern.

By midway through the year, STs should demonstrate progress towards competency against the Standards and most of the elaborations. By the end of the final PP, STs should be competent and ready to teach against every Standard and elaboration.

Where two or more Standards are assessed as unsatisfactory progress (midway), or NOT at competent and ready to teach (end of final PP) STs' progress will be moderated by the Professional Practice Review Panel.

ATs/MTs use all their weekly lesson observations and the feedback and progress therein to complete their final reports and assessment continuums (shaded grey) and Strengths/Areas for Development and Upholding of the Code of Professional Responsibility.

Te Tiriti o Waitangi Partnership Te Hononga Pātui i Raro o Te Tiriti o Waitangi <i>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</i>		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course.</i>
Elaboration 1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand	<ul style="list-style-type: none"> Recognise mana whenua and whānau, hapū and iwi knowledges, and affirm Māori learners as Māori within a learning design 	
Elaboration 2 Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi	<ul style="list-style-type: none"> Embed Mātauranga-a-iwi within the conceptual focus of a learning domain 	
Elaboration 3 Practise and develop the use of te reo and tikanga Māori	<ul style="list-style-type: none"> Model the use of te reo and tikanga Māori in all aspects of the learning and teaching programme 	
Student's progress against the standard		
Unsatisfactory Progress <i>ST requires significant direct support and guidance for some or all elaborations in a Standard.</i> <input type="checkbox"/>	Progress towards competency <i>ST demonstrates progress towards competency in most of the elaborations in a Standard with some support.</i> <input type="checkbox"/>	Competent and ready to teach <i>ST demonstrates competence and meets most or all the elaborations in a Standard with minimal support and guidance.</i> <input type="checkbox"/>

Professional Learning Akoranga Ngaiotanga <i>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</i>		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course</i>
Elaboration 4 Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources Elaboration 5 Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages, and cultures	<ul style="list-style-type: none">Provide evidence of ongoing critical reflection that enhances learning and wellbeing for a group of learners	
Elaboration 6 Engage in professional learning and adaptively apply this learning in practice Elaboration 7 Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters Elaboration 8 Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions	<ul style="list-style-type: none">Collaborate with colleagues in open, critical, and respectful professional discussions to implement and evaluate new ideas for ākonga learning	
Student’s progress against the standard		
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Professional Relationships Ngā Hononga Ngaio		
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.		
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Elaboration 9 Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups, and individuals in the community	<ul style="list-style-type: none">Participate with a learner, their whānau and colleagues in robust and respectful dialogue for the benefit of a learner’s achievementFollow processes and systems within a setting to address a professional or ethical dilemma.Contribute to processes that enable respectful relationships to be maintained and learners to be heard and understood	
Elaboration 10 Communicate effectively with others		
Elaboration 11 Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility	<ul style="list-style-type: none">Apply proactive strategies to meet professional responsibilities and enhance personal wellbeing	
Elaboration 12 Communicate clear and accurate assessment for learning and achievement information	<ul style="list-style-type: none">Contribute to assessment gathering process within a class and/or teaching team	
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Learning-Focused Culture He Aurea Akoranga		
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course.</i>
Elaboration 13 Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning Elaboration 14 Foster trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks	<ul style="list-style-type: none">Articulate an appreciative understanding of individual learners’ identities, contexts, and prior knowledge	
Elaboration 15 Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs	<ul style="list-style-type: none">Use all available resources, expertise, and professional learning opportunities to respond appropriately to a child/young person’s additional learning needs	
Elaboration 16 Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural, and emotional safety	<ul style="list-style-type: none">Develop a learning and teaching strategy to address the limitations and maximise the affordances of a physical and digital learning environment	
Elaboration 17 Create an environment where learners can be confident in their identities, languages, cultures, and abilities Elaboration 18 Develop an environment where the diversity and uniqueness of all learners are accepted and valued Elaboration 19 Meet relevant regulatory, statutory, and professional requirements	<ul style="list-style-type: none">Explore diverse ways of working with all ākonga, including Pacific learners in order to sustain languages, cultures and identities	
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Design for Learning Te Hoahoa Akoranga		
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices:	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course.</i>
Elaboration 20 Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners	<ul style="list-style-type: none">Design a series of differentiated learning experiences for children/young people with wide ranging competencesParticipate within a teaching team to critically assess the contribution of theory, research evidence and the curriculum to a learning design	
Elaboration 21 Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required Elaboration 22 Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand	<ul style="list-style-type: none">Interpret data to identify patterns in achievement to differentiate learning	
Elaboration 23 Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners Elaboration 24 Design learning that is informed by national policies and priorities	<ul style="list-style-type: none">Know your ākonga as people and learners	
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Teaching Te Hoahoa Akoranga		
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course.</i>
Elaboration 25 Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all	<ul style="list-style-type: none">Demonstrate an awareness of all learners whilst working with a group/individual learners	
Elaboration 26 Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori		
Elaboration 27 Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners	<ul style="list-style-type: none">Apply structures, strategies and routines to maximise learning opportunities and make the purposes of and connections in learning visible	
Elaboration 28 Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning Elaboration 29 Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning		
Elaboration 30 Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning	<ul style="list-style-type: none">Flexibly adapt lessons or learning sequences to respond to assessment information that emerges within learning and teachingProvide feedback to children/young people that identifies their next steps or new directions for learning	
Student’s progress against the standard		
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Uphold the values and commitments of the Code of Professional Responsibility Ngā Tikanga Matatika and Te Waharoa		
Within a supported environment, and taking account of the point in their programme, student teachers will:	Key Teaching Practices	Summary comment clarifying assessment: <i>To provide students with important feedback and contribute to the final assessment of the placement component of the course.</i>
Elaboration 1 Commitment to the teaching profession		
Elaboration 2 Commitment to learners		
Elaboration 3 Commitment to families and whānau; to society		

General Comment – Strengths & Suggestions for Development

To provide students with important feedback and contribute to the final assessment in the Practicum course

Areas of Strength

Suggestions for focus and development

Any areas of significant concern regarding progress or performance against any Standards

Signatures

Please discuss this report with the Student Teacher and give it to them to submit.

If there are significant concerns the Visiting Lecturer should also email a copy of this report to professionalpractice@vuw.ac.nz

Visiting Lecturer/Associate Teacher/Mentor Teacher:		Date:	
Student Teacher:		Date:	