



UNIVERSITY OF OTAGO

Master of Teaching and Learning (Primary)

Semester Two 2024

Professional Experience Handbook



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Introduction to Master of Teaching and Learning (Primary) Professional Experience

Tēnā koutou katoa,

Professional Experience is the highlight of the programme for Student Teachers. Thank you for your partnership and participation in this programme.

The MTchgLn programme is a 180-point Masters Programme with Secondary, Primary and Early Childhood endorsements. Student Teachers have six papers across Education, Curriculum, Inquiry, and Professional Experience strands within a full-year programme (January – December).

In this second semester professional experience placement, Student Teachers will undertake 3 Wednesday visits before their 7 week block in their assigned school (Professional Experience Block C).

The MTchgLn programme has been operating since 2014 at the University of Otago College of Education. We have sought to improve aspects of this programme throughout that time and continuous improvement is important to us, so please do not hesitate to contact us if you have any queries or recommendations.

Ngā mihi nui,

Jane and Helen

<p>Dr Jane Tilson Paper Coordinator/Lecturer Dr Helen Trevethan Lecturer</p>
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Master of Teaching and Learning (Primary) Semester Two 2024

Dates	Week		SCHOOLS
15-19 Jul	29		School Holidays
22-26 Jul	30	Weekly visit	TERM 3 Mon 22 July to Fri 27 September
29 Jul-2 Aug	31	Weekly visit	
5-9 Aug	32	Weekly visit	
12-16 Aug	33	EDUC 473 PEP C (7 weeks 12 Aug – 27 Sep) The PEP C list below are suggestions only, to be negotiated around the school/class context. Complete negotiations of expectations with Mentor Teacher (Appendix F). Fill in the Information gathering guide (Appendix G). Every day take roll, morning routines and read to class. Observe plan and teach handwriting lessons. Take news groups/ current events. Whole class shared reading and fitness. Plan and teach small groups in reading, writing and maths, and support individual learners. Take responsibility for whole class teaching Curriculum teaching throughout as determined by Mentor Teacher and the school curriculum plan Organise dates and planning with MT for 15 days sustained teaching. Negotiate planning check with ST, MT and VL prior to sustained teaching.	
19-23 Aug	34		
26-30 Aug	35		
2-6 Sep	36		
9-13 Sep	37		
16-20 Sep	38		
23-27 Sep	39		
30 Sep-4 Oct	40	Student Teachers on Break	School Holidays
7-11 Oct	41		
14-18 Oct	42	As soon as possible post Block C, Professional Conversations between Visiting Lecturer, Mentor Teacher and Student Teacher, MT and VL reports submitted on SONIA. student teacher, Reports submitted on SONIA.	TERM 4 Mon 14 Oct to No later than Fri 20 Dec Mon 28 Oct Labour Day
21-25 Oct	43		
28 Oct-1 Nov	44		

Overview of the MTchgLn (Primary) Programme

Conceptual Framework

Initial Teacher Education programmes at the University of Otago College of Education are informed and underpinned by our Conceptual Framework. This framework combines the principles of ako, kaitiakitanga, equity, and transformative practice with the central touchstone of āta and underpins our practices in all aspects of our programme.



Āta, is described by Pohatu (2004) as a cultural tool guiding understandings of wellbeing and relationships. Forsyth and Kung (2007) add that the concept is about respectful relationships. Taken together we engage with āta as a touchstone for examining all that we do such that our efforts may strengthen and promote individual and collective mana and wellbeing.

The key components of our MTchgLn (Primary) programme are:

- Schools and the University of Otago College of Education work together to support student Teachers within the programme to become high quality teachers.
- Primary ITE Student Teachers apply Teaching as Inquiry to design programmes for their learners based on the requirements of the New Zealand curriculum.
- Primary ITE Student Teachers are part of an integrated degree where they join with Primary and Early Childhood sectors in two of the six papers. This means our ITE Student Teachers are operating within a community of learners and practising ako as they learn from each other and the different perspectives across the sectors.
- Face-to-face teaching delivery. Our ITE programmes are based on face-to-face models of delivery with technology-enhanced teaching where necessary.

Attendance

Attendance at all lectures and workshops is required.

You are enrolled in a professional programme. As you enter a profession you also commit to a set of professional and ethical obligations. On completion of your programme the College is required to attest to the Teaching of Aotearoa New Zealand your fitness to be a teacher. Fitness to teach is evidenced by:

- Professional behaviour
- Commitment to being fully prepared for professional experience
- Engagement with colleagues
- Reliability and trustworthiness

Your on-campus classes are structured to prepare you for your professional experiences out in schools/centres. These classes are an important and integral part of preparing you for this professional experience and your future teaching profession. In our experience, students who miss lectures and/or workshops are often inadequately prepared for their professional experience in schools/centres. We reserve the right to not allocate you a place in professional experience where we determine that you are not sufficiently prepared. This could result in failure of the entire professional experience paper for that year.

If you are ill or unable to attend classes or professional experience, the paper co-ordinator may direct you to complete a *Health Declaration for Special Consideration Application*.

For further information and supporting documentation, refer to [Special Consideration](#)

Completion of all professional experience is mandatory. There are stipulated minimum standard practicum requirements for student teachers if you are to qualify for provisional registration as a New Zealand teacher at the end of your qualification. Therefore you must meet the full requirements in terms of hours in the class and in schools. Of course unexpected events can occur. If you are unable to go to your allocated school for professional practice experience, you need to communicate with your school and your visiting lecturer:

- Phone your school preferably before 8.30am.
- Notify your visiting lecturer during the day, (first thing if there was a visit planned).
- Upon your return to professional experience, record your absences in the online portal (SONIA)

N:B: Student Teachers are responsible for recording days of absence and when these have been made up across their professional experience placements on SONIA.

N.B The placement of students in schools across our Initial teacher education programmes is a complex process. Only the EDUC 473 co-ordinators, staff and their administration team undertake this work.

Roles and Responsibilities

The Mentoring Team

- Student Teacher
- Mentor Teacher – the Student Teacher will be placed in a Mentor Teacher's classroom
- Visiting Lecturer – will observe lessons, provide feedback and liaise with school staff

The Mentor Teacher is responsible for the day-to-day professional experience. **The Visiting Lecturer, in consultation with the Mentor Teacher will be responsible for the final assessment of progress towards and achievement of the Key Teaching Tasks and Our Code Our Standards (with support).** Within the parameters set by the learning outcomes of the course, students will set learning goals to facilitate a personalised and contextualised learning experience and to develop their philosophy of teaching that will be grounded in theory and will reflect their beliefs about quality pedagogical practice.

Student Teachers

Student Teachers are expected to:

- Engage professionally and fully in the school community (professional conduct, attend and engage in meetings, contribute to the wider/co-curricular life of the school).
- Understand and fulfil the requirements for professional experience;
- Use initiative and communicate openly about aspects of their own professional experience; as appropriate with their Mentor Teacher, and Visiting Lecturer;
- Seek support and guidance from Mentor Teachers for planning and teaching, while acknowledging expectations for increased self-responsibility and independence;
- Act on the advice of Mentor Teachers and Visiting Lecturers;
- Engage in professional conversations with Mentor Teachers and the Visiting Lecturer.
- Be aware of the Ministry of Education (2023) guidelines to Understanding distress and minimising the use of physical restraint, refer: <https://assets.education.govt.nz/public/MOE-Physical-Restraint-Guidelines-FINAL-Web-singles.pdf>

Mentor Teachers

Mentor Teachers are expected to:

- Provide an effective model of teaching that demonstrates:
 - Positive Teacher/learner relationships
 - Knowledge of how learners engage in learning
 - Exemplary classroom practices
 - A stimulating learning environment
- Provide an effective model of written planning. Guide and support the Student Teacher with planning and assessment;
- Encourage the Student Teacher to develop their (bi)culturally responsive, inclusive approach to teaching;
- Provide the Student Teacher with opportunities for guided practice at their stage of development.
- Facilitate open and honest communication, treating the Student Teacher as a professional colleague;
- Support the Student Teacher to implement teaching as inquiry;
- Support the Student Teacher to develop a sense of professional responsibility;
- Involve the Student Teacher in professional development and professional life, if and when appropriate;
- Observe the Student Teacher and give regular oral and written feedback;
- Undertake planning checks;
- Provide a summative Mentor Teacher report via the online SONIA portal (Appendix A);
- Communicate regularly with the Visiting Lecturer about the Student Teacher's progress;
- Attend the professional conversation.

Visiting Lecturers

Visiting Lecturers are expected to:

- Provide a link between the University and the School;
- Support Student Teachers;
- Support Mentor Teachers;
- Observe the Student Teacher in the classroom and provide oral and written feedback to the Student Teacher and Mentor Teacher;
- Provide guidance, support and pastoral care to the Student Teacher as they work towards achieving their teaching goals and professional experience requirements;
- Work in partnership with the Mentor Teacher;

- Expect each Student Teacher’s documentation to be up to date at all times and available for discussion;
- Support the Student Teacher to review and set goals for the next stage;
- Formally read and sign off planning for the control period (ideally, in consultation with the Mentor Teacher and Student Teacher).
- Attend the professional conversation.
- Provide a summative Visiting Lecturer report via the online SONIA portal; (Appendix B)
- In consultation with the Mentor Teacher (informed by the professional conversations and observation notes), decide on the competency of the Student Teacher in achieving the EDUC 473 learning outcomes.

Personalised Professional Experience for Student Teachers

Student Teachers need to develop a plan that supports them to meet their goals. They will then continue to develop this plan in response to their ongoing reflections and feedback from others, with the aim of meeting the learning outcomes for EDUC473 (refer course outline) and the Education Council’s *Our Code Our Standards, Code of Professional Responsibility and Standards for the Teaching Profession* (2017) as well as the Key Teaching Tasks. Student Teachers need to regard the plan as a “work in progress” as they continually set, meet, and refine their goals and develop new ones.

Key Teaching Tasks

The Key Teaching Tasks (KTTs) are the critical tasks that any graduate of our programme can be entrusted to be capable of enacting as a beginning teacher. These were co-designed by the staff at the University of Otago College of Education and our partners in schools. They are aligned with the Standards for Teaching, which were unpacked for our Primary context, (Appendix C).

Professional Experience Documentation

Student Teachers must assemble the following documentation throughout their time on Professional Experience.

Develop and maintain a **professional experience folder** for each major placement. This can be hard copy or digital. There is an expectation it is available and accessible for Mentor Teachers and Visiting Lecturers. This folder should include:

- Information about the school
- Goals and professional experience plan for each professional experience
- Reflections on own teaching linked to Our Code Our Standards
- Planning and lesson evaluations
- Observation feedback from Mentor Teacher and Visiting Lecturer

Expectations for Professional Experience Block C

Student Teachers have 3 Wednesdays in their professional experience school, leading into their 7-week block. They will be expected to take an active role in the classroom from the outset, under the guidance of the Mentor Teacher. The expectations around teaching will be negotiated by the Mentor Teacher. Over this period, Student Teachers will be scaffolded into taking increasing responsibility in readiness for a minimum of 3 weeks sustained teaching during the 7-week block.

Sustained professional experience

During the block, Student Teachers will take responsibility for planning and teaching the class for a minimum of 3 weeks. For an overview of planning requirements refer to the EDUC 473 Planning Checklist (Appendix D). Planning will be reviewed by the Mentor Teacher and Visiting Lecturer prior to the commencement of the sustained teaching period.

Assessment

A student will have met the assessment requirements of this paper through achieving a pass grade on the professional practice placement for each semester.

Inquiry into professional experience (CIA):	<i>Assessment type</i>	<i>Due Date</i>	<i>Weighting*</i>
A. Professional Experience Assessment	a. Reports from the Visiting Lecturer and Mentor Teacher, relative to LOs, KTTs, and Our Code Our Standards (OCOS).	During the Professional Experience Block (PEP)	Pass/Fail
B. Professional Conversation	b. A professional conversation with Student Teacher, Visiting Lecturer and Mentor Teacher	Date to be negotiated	Pass/Fail

Professional Experience Documentation

This is a presentation led by the Student Teacher, which provides evidence of achievement of the learning outcomes, and outlines progress towards meeting the New Zealand Education Council's Our Code Our Standards and the KTTs. (Appendix E)

Evidence may include extracts from:

- Reflective journal entries
- Samples of learners' work
- Evidence of learner voice
- Lesson plans and assessments
- Teaching artefacts
- Feedback from Mentor Teacher
- Report from Mentor Teacher
- Feedback from University Lecturer
- Critical reflections on readings

Student Teachers are required to meet competency requirements **prior to** the professional conversation. They must show evidence of working towards Our Code Our Standards with support and the Key Teaching Tasks (KTTs).

Competency requires that Student Teachers:

- Behave in a manner consistent with the Code of Professional Responsibility (OCOS, 2017)
- Plan, implement, evaluate and reflect on teaching and learning episodes,
- Maintain an effective learning environment,
- Take an active part in the wider school community,
- Meet attendance requirements,
- Sustain effective teaching for a minimum of three weeks

Mentor Teacher Meeting Semester Two 2024

		Zoom Meeting 4:00-5:00 pm (Date TBC)
Term 3	Prior to the 7-week block	Sharing expectations for the professional experience placement in Term 3 of the school year.

Additional information

Expectations negotiation (Appendix F)

This is a tool to facilitate conversations about the expectations of Mentor Teacher and Student Teacher. It has been useful in the past, especially when completed early in the placement.

Orientation to the school (Appendix G)

For Student Teachers to gather information about the school, resourcing, personnel etc.

Protocols in case of concerns

During professional experience there may be times when concerns arise. We have developed a procedure to follow to signal concerns. (Appendix H)

Appendices

Appendix A: Master of Teaching and Learning (Primary) Mentor Teacher Report

EDUC 473 Professional Experience Placement B and C

To be completed on the College of Education SONIA portal

STUDENT			VISITING LECTURER	
SCHOOL			MENTOR TEACHER	
SEMESTER				
YEAR LEVEL/S				
General Comment				
Highlights/Strengths				
Next Steps – recommended specific goals and points of development for student’s next placement				

I have reviewed the content of my report with the student.

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Appendix B: Master of Teaching and Learning (Primary) Visiting Lecturer Report

EDUC 473 Professional Experience Placement B and C

To be completed on the College of Education SONIA portal

STUDENT		VISITING LECTURER	
SCHOOL		MENTOR TEACHER	
SEMESTER	DATES OF OBSERVATION		
YEAR LEVELS			
General Comment			
Highlights/Strengths			
Next Steps – recommended specific goals and points of development for student’s next placement			

Upload to SONIA

- Observation notes and feedback
- Completed Professional Conversation form
- KTTs completed form

Assessment of Professional Experience Placement

<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
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Appendix C: Progress Report Key Teaching Tasks

To be completed during the professional conversation. Please mark on each continuum your assessment of the Student Teacher’s capability in respect of each KTT. A minimum rating of ‘consistently capable’ is

Emerging capability	Consistently capable with scaffolded support	Consistently independently capable
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1. Uphold Te Tiriti o Waitangi partnerships and embed these in culturally responsive teaching practices. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
2. Respectful inclusion of all ākonga languages, cultures and identities, and culturally responsive pedagogies as evidenced in planning and practice. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
3. Demonstrate a daily integration te reo and tikanga Māori evidenced in planning and practice. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
4. Integrate Te Ao Māori in planning and practice ensuring appropriate inclusion of manawhenua/localised perspectives. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
5. Effectively and appropriately communicate with ākonga, whānau, and colleagues. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
6. Use a range of assessments, interpret assessment data and plan next steps for teaching and learning ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
7. Develop and sustain a programme of learning that uses national and local curricula alongside education policy to guide their practice. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
8. Actively seek advice and collaborate with colleagues internal and external to the school/kura setting to improve teaching in ways consistent with expectations of the profession. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
9. Recognise and address own assumptions and societal inequalities within own teaching practice. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
10. Initiate and maintain respectful, collaborative, and positive relationships with ākonga, Teachers and support staff, whānau, and communities. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
11. Maintain a safe and well managed learning environment by identifying and addressing barriers to learning for all ākonga. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
12. Employ a range of effective and inclusive teaching strategies to support learning. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *
13. Critically reflect on professional learning to inform teaching practice. ○○○○○○○○ | ○○○○○○○○ | ○○○○○○○○ ✎ *

required on each KTT by the end of the Professional Experience Placement C.

<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
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Appendix D: Planning checklist

Planning Checklist for Professional Experience Block C

Student _____

School /Level _____

Discussed with 1st signature Mentor Teacher _____

Discussed with 2nd signature Visiting Lecturer _____

N.B: Your planning will be responsive to your Students, and your context. Consult your Mentor Teacher to inform which elements of planning fit their classroom programme.

	Next steps	Approved
<p>Personal Teaching Goals Name three goals and briefly detail how you will achieve them in practice. N.B: Update goals across the placement as needed.</p>		
<p>Behaviour for Learning Plan To be written in consultation with the Mentor Teacher. The plan will name a range of strategies to cater for diverse learners' needs and to enhance students' learning and behaviour.</p>		
<p>Weekly overview: Required for each week of sustained teaching. Include library visits, assembly, P.E times etc.</p>		
<p>Daily planners and reflections Detailed daily planners for the first two days including space for daily reflection.</p>		
Literacy Teaching		
<p>Shared reading (use weekly plan template)</p>		
<p>Guided reading (three groups)</p> <ul style="list-style-type: none"> Provide a weekly overview rubric that details when the groups are working with the teacher and the students' independent activities Detailed planning ready for first week of sustained teaching using the GR group cover sheet and GR four-day plan template for each group. 		
<p>Writing Detailed planning for first week using either: Routine plan format, series of lessons or unit plan</p>		

<p>Oral language Include either: routine plan and/or specific focus on oral language in wider curriculum</p>		
<p>Other routine plans As required by your Mentor Teacher, for example: Handwriting News board Spelling Fitness •Include AOs, LOs, lesson outline</p>		
<p>Mathematics</p>		
<p>Unit plan Overview sheet including AOs, SLOs, and levels</p>		
<p>Detailed key mathematical ideas</p>		
<p>Success criteria (how will you KNOW the student has achieved the SLOs)</p>		
<p>The first week (at least) lesson plans completed in detail with supporting resources</p>		
<p>Subsequent lesson plan outlines (ready to be fleshed out in response to first week's teaching)</p>		
<p>If planning for groups provide a maths overview rubric that details when the groups are working with the teacher and the independent activities</p>		
<p>Unit planning for topic/Themes/Inquiry</p>		
<p>Identify focus for each unit (Health, Physical Education, Dance, Drama, Visual Arts, Music, Social Sciences, Science, Technology) Include - Unit cover page, A.Os, S.L.Os, specialist language, with details of introduction, teaching sequence/lesson content, key teaching points, integration, concluding activities and assessment criteria.</p>		

Appendix E: EDUC 473 Professional Conversation Template

Student Teacher _____

Curating of professional experience to provide evidence of having met LOs.

(a minimum of 3 pieces is required for each learning outcome)

1.Independently design, evaluate and sustain a learning programme informed by relevant content and pedagogical knowledge.		
2.Demonstrate progress with te reo Māori me ngā tikanga Māori in practice.		
3.Establish and maintain respectful and collaborative relationships with ākonga, whānau, colleagues.		
4.Independently gather, analyse, and interpret assessment data to inform teaching and learning.		
5.Articulate a professional and personal teaching philosophy informed by critical engagement with theory and practice.		
Professional Experience Summative Assessment		
Has met with support each of the standards of Our Code Our Standards?	YES	NO
Has met the learning outcomes for EDUC473?	YES	NO
Has met the KTTS	YES	NO
Final result for Professional Experience Placement Block C	PASS	FAIL
Signature of Mentor Teacher	Date:	
Signature of Student Teacher		
Signature of Visiting Lecturer		

Appendix F: EDUC 473: Expectations Negotiation

MT = Mentor Teacher ST = Student Teacher

Place an X on the continuum to represent your position on the following issues:

When you have completed the sheet take time to discuss your responses (i.e. Mentor teacher and Student teacher). This may help you to develop common expectations.

Introduction

1. A successful professional experience is built on a relationship of trust and respect between the MT and the ST.



Strongly Strongly Disagree Agree

2. It is important for the ST to develop his/her own teacher identity and teaching style.



Strongly

Strongly

Disagree Agree

3. The ST should observe a MT several times and discuss teaching expectations and pupil outcomes before taking over any lessons.



Strongly

Strongly

Disagree

Agree

Planning

4. The ST should consult the MT prior to planning a lesson regarding topic and level.



Strongly

Strongly

Disagree

Agree

5. The ST should not teach a lesson until the MT has reviewed and approved the ST's lesson plan.



Strongly

Strongly

Disagree

Agree

6. MT should provide all curriculum and objectives, teaching materials, activities and instructional materials for the ST.



Strongly
Disagree

Strongly
Agree

Discipline

7. The MT is the only individual who should deal with challenging behaviour in the classroom.



Strongly
Disagree

Strongly
Agree

8. The ST's management of the classroom should always be exactly the same as the MT's management.



Strongly
Disagree

Strongly
Agree

Instruction

9. The MT should never interrupt a lesson being taught by the ST.



Strongly
Disagree

Strongly
Agree

Observation and feedback on teaching

10. The MT should observe the ST every time s/he teaches and should provide the ST with written feedback.



Strongly
Disagree

Strongly
Agree

11. The ST should assume any school duties (playground duty for example) of the MT.



Strongly
Disagree

Strongly
Agree

12. It is the MT's responsibility to point out what goes wrong in a ST's lesson.



Strongly
Disagree

Strongly
Agree

13. Everything possible should be done so that the ST avoids making mistakes.



Strongly
Disagree

Strongly
Agree

Professional Behaviour

14. The ST does not need to keep the same hours as the MT.



Strongly
Disagree

Strongly
Agree

15. The ST should attend all professional meetings with the MT.



Strongly
Disagree

Strongly
Agree

16. It is not acceptable for STs to exchange cell phone numbers with their pupils or 'friend' their pupils on Facebook.



Strongly
Disagree

Strongly
Agree

17. STs should develop collegial and collaborative relationships with other STs in the school to foster peer support and 'critical friendship'.



Strongly
Disagree

Strongly
Agree

18. Teaching can be a stressful endeavour. STs (and MTs) must develop strategies for achieving balance in their lives.



Strongly
Disagree

Strongly
Agree

19. MTs should provide regular written feedback for STs



Strongly
Disagree

Strongly
Agree

Appendix G: Information gathering guide

	Plan of the school
	Emergency exit route/ evacuation plans
	What is the school's vision statement?
	Class timetable
	Class list and seating plan
	Become familiar with children's names
	Check school duty roster
	School-wide behaviour management policy
	What time do they start? Finish?
	Teachers must be in their classrooms by:
	Teachers must stay until:
	Time pupils start arriving:
	Time pupils leave:
	When does the school day formally begin?
	When and how are school announcements made?
	When are the break times?
	Are pupils allowed to leave the school to go home for lunch?
	Where may the pupils play at interval?
	Who supervises the pupils during outdoor breaks?
	During indoor break?
	What time is lunch for the school?
	Where may pupils wait for parents?
	What non-teaching duties does your mentor teacher have?

Who are the support people in your school?

	Teacher Aides
	Resource Teacher of Learning and Behaviour
	Resource Teacher of Literacy

Services in the school

	Supplies for use in the classroom
	What procedures should you follow?
	What is available for you use?
	Making copies, laminating, computers
	Where?
	Procedures and rules for their use.
	Computers
	Do pupils have access to laptops, iPads, hand-held technology?
	What rules are in place around their use?
	Audio visual supplies
	Where?
	Procedure and rules
	Do classrooms have a data projector?
	School caretaker and other assistants
	What procedures should you be aware of?

Emergency Procedures

	What happens in an emergency drill? Fire
	What happens in an emergency drill? Earthquake
	Under what conditions does the building get evacuated? Lock down
	What is the exit route and alternate route?
	How is notification made of school cancellation? (i.e. for snow)
	Which of your pupils have needs that might require emergency care (e.g. medical, allergies, psychological)
	What are the procedures for pupil health emergencies?

Teaching Information

	Homework
	What are the homework guidelines for your class?
	What is the homework procedure?
	Must the parents see and sign homework?
	When is homework checked?
	What happens if homework is not completed?
	Other information regarding homework?
	Pupil Records
	What is recorded? Where are records kept? Who has access to them?
	Reporting to parents
	When and how is progress reported to parents?

	Classroom Procedures
	Any specific classroom rules?
	How are absences handled?
	Procedures for recording attendance

	Other?
	Can you take photographs?
	How is money for school trips collected and stored?
	What is the policy regarding children and cell phones?
	Check how the school manages - use of social media, school web
	Check how class blogs and wikis are managed.
	Student teacher dress (check school dress code)

Appendix H: Procedure to signal and document concerns during Professional Experience

Process	Action	What is communicated	Who it is communicated to
Mentor Teacher (or Visiting Lecturer) has concerns about one or more aspects of Student teacher practice.	Identify the concern(s) (with evidence) and support with solutions. Document and date concerns.	Present the concern(s) and possible solutions. Check for understanding.	To the Student Teacher
Mentor Teacher (or Visiting Lecturer) continues to have concerns about the same aspect of Student Teacher practice or multiple aspects.	Document and date concerns.	Represent concern(s) to Student teacher. Opportunity to discuss reasons for lack of implementation. Offer further support.	To the Student Teacher
Continued concern(s)	MT/VL signals concern(s) to Visiting Lecturer and/or Paper Coordinator.	Concern(s) documented and detailed. Support that has been provided is described. Timeline is suggested for Student Teacher to address concern(s).	Student Teacher Visiting Lecturer Paper coordinator
Continued concern(s) Visiting Lecturer 1 requests a second opinion. Paper coordinator organises a visit by a second Visiting Lecturer.	Second Visiting Lecturer makes recommendation following second opinion visit.	If concerns are identified, detail in field notes given to Student Teacher at debrief by second visitor. Preliminary recommendation communicated to-	Paper Coordinator Visiting Lecturer Mentor Teacher
Continued concern(s) Final decision made by Paper coordinator in consultation with Primary Programmes Coordinator (Fail)		Outcome of decision relayed face-to-face and confirmed via email. This includes detail of last day of professional experience for Student Teachers.	Second Visiting lecturer Mentor Teacher School Student teacher (Paper copy placed in Student Teacher's file)
Report completed by Visiting Lecturers 1 & 2			Paper Coordinator Student teacher
Student teacher awarded 'make-up' professional experience.	Organised by paper coordinator of failed paper.	Brief rationale for extended or 'make-up' professional experience communicated via email.	School Mentor Teacher New Visiting Lecturer (Paper copy placed in Student Teacher's file)