COLLEGE OF EDUCATION

EDPR231
Te Aka – Professional Studies and Practice 2
Paper Outline 2018
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Contacts

Paper Coordinator/ Lecturer
Sandra Williamson-Leadley

Contact Information
Phone: 479 4967
Email: sandra.williamson-leadley@otago.ac.nz
Office Location: Reception G29B

It is best to make contact via email sandra.williamson-leadley@otago.ac.nz
I endeavour to respond to your emails within 48 hours.

Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvonne Brouwer</td>
<td>3rd floor Tower Block</td>
<td>479 4257</td>
<td><a href="mailto:yvonne.brouwer@otago.ac.nz">yvonne.brouwer@otago.ac.nz</a></td>
</tr>
<tr>
<td>Gill Rutherford</td>
<td>1st floor Tower Block</td>
<td>479 3804</td>
<td><a href="mailto:gill.rutherford@otago.ac.nz">gill.rutherford@otago.ac.nz</a></td>
</tr>
<tr>
<td>Sandra Williamson-Leadley</td>
<td>Reception G29B</td>
<td>479 4967</td>
<td><a href="mailto:sandra.williamson-leadley@otago.ac.nz">sandra.williamson-leadley@otago.ac.nz</a></td>
</tr>
<tr>
<td>(Coordinator)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauline Smith</td>
<td>Invercargill</td>
<td>03 2116847</td>
<td><a href="mailto:pauline.smith@otago.ac.nz">pauline.smith@otago.ac.nz</a></td>
</tr>
</tbody>
</table>

Communicating with you

The primary means of University communications with students is through the student email address allocated by the University. If you don’t regularly check your student email you can forward messages to your personal email address.

Ctrl + click on the following link and then follow the Ask ITS instructions:
How do I forward my University of Otago StudentMail to another email address?

IMPORTANT – DO THIS NOW.
Paper Details

Prescription

Alongside an examination of culturally informed pedagogical practices, principles and issues relating to te reo me ngā tikanga Māori and cultural diversity; there are opportunities for increasing levels of collaborative reflection and levels of responsibility in a variety of classroom situations.

Learning Outcomes (Aims and Objectives)

In individual, variable group and whole class contexts, the students will:

a Critique a range of teaching and learning approaches and resources inclusive of all learners.
b Apply knowledge and skills relevant to te reo me ngā tikanga Māori within a selected learning areas.
c Articulate a critical understanding of the implications of cultural diversity for teaching and learning in New Zealand schools.
d Examine Pasifika education and research initiatives.
e Plan, implement and evaluate a sustained programme of linked learning experiences.
f Demonstrate effective teaching and assessment strategies.
g Create an effective learning environment for all learners.
h Critically reflect on teaching experiences taking cognisance of current theory and research.
i Articulate personal theories, beliefs and thinking that guide their practice.
j Demonstrate appropriate professional relationships when working with peers, colleagues, and children.

Content

Professional Studies

- Contextual development of te reo me ngā tikanga Māori in the New Zealand Curriculum
- Pasifika education and research initiatives
- Constructions of culture and ethnicity

Professional Practice

- The professional role of the ethical teacher
- Building professional relationships and communication
- Planning and evaluation
- Effective teaching, feedback and questioning for effective assessment
- Theoretical underpinnings and practical implications of differing management practices
- The reflective teacher
- Introduction to Deaf culture
- Inclusive teaching practices
- Personal theories that influence practice
- Te reo me ngā tikanga Māori in the curriculum

Workload Expectations

18 point paper - 180 hours
<table>
<thead>
<tr>
<th>Uni Week</th>
<th>Week Beginning</th>
<th>Staff</th>
<th>Content</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>26 Feb</td>
<td>Pauline</td>
<td>Who, why, where are the people of the Pacific?</td>
<td>After class reading; Annie Siope The Schooling experiences of Pasifika Students. Set, 3 2011, pages 10-16</td>
</tr>
<tr>
<td>11</td>
<td>12 March</td>
<td>Pauline</td>
<td>Unpacking the Past in order to understand the present.</td>
<td>To be viewed in class; Milk and Honey DVD/Drama workshop Please read prior to class; Anae, M. S. (2012). All power to the people: overstayers, dawn raids and the Polynesian Panthers. In S. Mallon, K. U. Mahina-Turai, &amp; D. I. Salesa (Eds.) Tangata o le moana: New Zealand and the people of the Pacific (pp. 221-239). Wellington, N.Z.: Te Papa Pressa 3</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>Mid Semester Break</td>
<td>2 – 6 April</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Introduction to the Māori Studies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sample assignments</strong></td>
<td>View and critique a selection of past assignments</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 19   | 7 May | Pauline | Practicum Prep  
Pauline | Pūrākau 2  
Engaging with myths and legends.  
Handouts will be given in class. |
| 20   |       | Practicum 2A - 14-25 May |
| 21   |       |       |
| 22   | 28 May | Pauline | Practicum Debrief  
Assignment 2 due: Monday 28th May |
| 23 - 27 |       | Exams – Semester Break |
| 28   | 9 Jul  | Pauline | Positive Behaviour for Learning 3  
Pauline | Whakataukī/whakatauākī  
| 29   | 16 Jul | Pauline | Positive Behaviour for Learning 4  
Pauline | Kaitiakitanga  
| 30   | 23 Jul | Pauline | Inclusive Ed 1  
Read *Deaf Culture*:  
Read *The NZ Deaf Community*:  
http://www.tki.org.nz/l/language/curriculum/nzsl/community/index_e.html  
Explore the following websites:  
Pauline | No Māori studies class |

5
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 31   | 30 Jul | Pauline | *Inclusive Education 2*  
Brookes Publishing Co. (n.d.). *Fair is not always equal... Now what?* 
Retrieved from archive.brookespublishing.com/content/blog/fair-is-not-always-equal.pdf  
*You may want to download this booklet for current and future reference*  
Please watch: 
Making the curriculum accessible for all: http://inclusive.tki.org.nz/guides/making-the-curriculum-accessible-to-all/  
Make notes of the specific strategies used by teachers – and what students say and do |
| 32   | 6 Aug  | Pauline | *Reflective Practice/ Emerging Philosophy*  
| 33   | 13 Aug | Assignment Prep – no classes this week |
| 34   | 20 Aug | Assignment Prep – no classes this week |
| 35   | 3 Sept | Sandra | *E-Learning 1*  
| 36   | 10 Sept | Sandra | Assignment check up – Individual conferencing times to be arranged if required |
| 37   | 17 Sept | Sandra | *E-Learning 2*  
No Māori class |
<p>| 38   | 24 Sept | Sandra | Assignment Prep – no classes this week |
| 39   | 30 Jul | Pauline | Assignment Prep – no classes this week |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| 40   | 2 Oct      | Pauline | Practicum Prep 2  
- Review May report  
- Goal setting  
- Graduating teacher standards  
- Expectations for November professional experience.  
- Modelling theorising practice |
| 41   | 9-13 Oct   | No classes | |
| 42   |            | Exams | |
| 43-45 |          | Practicum 2B – 23 Oct – 9 Nov |  
* Assignment 5 due: Monday 12th November
**Attendance**

Any enrolled student should aim to attend all classes and tutorials.

If a planned absence from class is anticipated, students should complete an *Application for Planned Absence from Class* form. Download a copy from the College website: [http://www.otago.ac.nz/education/forstudents.html#General_Information](http://www.otago.ac.nz/education/forstudents.html#General_Information).

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 New Zealand Teachers Council 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. Should exceptional circumstances arise regarding attendance, students need to contact College Reception, phone 479 4914 or email uoce.attendance@otago.ac.nz as soon as possible.

If you are ill and unable to attend classes or professional experience you may need to complete a [Health Declaration for Special Consideration Application](http://www.otago.ac.nz/education/forstudents.html#General_Information). For further information, refer to [Information for University of Otago College of Education Students Enrolled in Teacher Education Papers](http://www.otago.ac.nz/education/forstudents.html#General_Information).

**Professional Practice/Experience**

Completion of all professional practice/experience is a requirement for provisional registration as a teacher. Therefore you must meet the full requirements in terms of hours in the class and in schools/centres. 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/centre and the College of Education:

- Phone your school before 8:30 am.
- Phone or email the Practicum Administrator: Southland 03 211 6724
  uoce.south.admin@otago.ac.nz
- If you are due to be visited by your University Mentor, you must also contact that person.
Assessment
Summary of Assignments

NOTE: All assignments are due at 12.00 noon on or before the due date.

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment/Assignment</th>
<th>Due Date</th>
<th>% Contribution to Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflective Response (Sociocultural component)</td>
<td>Monday 9th April, noon</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Practicum 2A Professional Experience Report and folder requirements (Professional Practice component)</td>
<td>Monday 28th May, noon</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>3</td>
<td>Emerging Personal Philosophy Statement (Professional Practice component)</td>
<td>Monday 20th August, noon</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>4</td>
<td>PowerPoint Presentation (Māori Studies component)</td>
<td>In class week beginning 1 October</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>Practicum 2B Practicum Report and folder requirements (Professional Practice component)</td>
<td>Monday 12th November, noon</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

A final pass result is made up of a pass for the practicum folder and visiting lecturer report that accompanies Practicum 2A and 2B. **All five components must be completed to a satisfactory standard to pass EDPR 231.**

**N.B.**: Please note that while the Sociocultural and Maori Studies assignments will be graded, because this paper has a teaching practice component, a pass/fail grade only for EDPR 231 will appear on your University of Otago academic record.

Assignments

Refer to the College website: [http://www.otago.ac.nz/education/forstudents.html](http://www.otago.ac.nz/education/forstudents.html) and download the following documents:

- An *Assignment Cover Page* (located under the heading ‘General Information’) must be completed and attached to the front of each assignment.

**It is students’ responsibility to read the detailed Information for University of Otago College of Education Students Enrolled in Teacher Education Papers.** It includes details relating to assignments, including any penalties for lateness or assignment length that may be applied and important policies and procedures you should be familiar with, e.g. Academic Integrity and Academic Misconduct Information for Students, Initial Teacher Education – Professional Standards and Criminal Offences Policy, Disclosure of Charges or Convictions for Criminal Offences, Health Declaration for Special Consideration Application
Deadlines for Handing in Assignments

1. **Assignments are to be submitted on or before the due date.**
   Due dates for assignments have been given well in advance and it is the responsibility of the student to plan ahead in order to meet deadlines for essay submission.
   
   N.B. Having a heavy load of assignments and/or tests for other courses is **NOT** an adequate reason for an extension to be given.

2. The **UOCE Assessment Policy** clearly states that no assignments can be accepted
   (a) after marked scripts have been returned to students, and/or
   (b) after the last day of the Semester, and/or
   (c) more than seven days late: the assignment will not be marked.

3. Information about how to apply for an extension and penalties that will be applied, for assignments that are submitted after the due date without an extension, can be found on the College website – refer to the **UOCE Assessment Policy**.

4. Word limits may be applied for some assignments. For information on word limits and penalties that are applied for exceeding these – refer to the **UOCE Assessment Policy**.

Submission of Assignments

1. All assignments must be submitted via the specified process described in the assignment details.

2. **It is expected that students will keep a photocopy (or be able to supply a copy) of all work submitted for assessment.**

Resubmission of Assignments

The UOCE recommends that this practice is only used in courses which consist of distinctly different components where a pass is required in each component to pass the course, for example a curriculum course with components from different curriculum learning areas. In such courses, students who have failed one assignment only, may be given the chance for a one time resubmission of that assignment or an equivalent assignment, and will receive a maximum grade of C- for the resubmitted assignment.

Referencing Style

American Psychological Association (APA) (2010)

To learn more about the reference style required for this paper, visit the University of Otago Library website: [http://otago.libguides.com/citation_styles](http://otago.libguides.com/citation_styles)
Assignment 1 - Reflective Response (50%): Sociocultural component

**Due date**..............................by noon on or before **Monday 9th April**

**Who to hand work in to** ..........Pauline Smith

**Where to hand in work**.............UOCE Reception

Detailed Requirements for Assignment

You have been chosen from your school staff to inform the parents/community about the Pasifika Education Plan.

To do this you will create a resource choosing any medium, i.e. film, play, poster, poem, drama, game, picture book, cartoon, advertisement, interactive experience or another form of your choice. Your resource will need to inform the community about the PEP, its purpose and intention.

To accompany your resource provide a written explanation that clarifies the role of the teacher, school and the community in implementing the Pasifika Education Plan and explain how this promotes culturally informed meaningful inclusion for students and their families.

Word count for your written explanation **800-1000 words**.
## Assessment Criteria

<table>
<thead>
<tr>
<th>Presentation of assignment</th>
<th>A range (80-100%)</th>
<th>B range (65-79%)</th>
<th>C range (50-54%)</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of expression</td>
<td>The information is fluent and polished. Ideas are clearly and concisely expressed, and content is logically organised. Grammar and spelling is accurate and language fluent.</td>
<td>The information is carefully and logically organised. Ideas are clearly expressed. Grammar and spelling is accurate.</td>
<td>The information is organised. The meaning is apparent. Grammar and spelling is mainly accurate.</td>
<td>Information is disorganised and meaning is unclear. Grammar and spelling are inaccurate.</td>
</tr>
<tr>
<td>12pt font</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double spacing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single sided pages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of literature and class content</td>
<td>Literature/class content has been critically appraised and used to enhance and support the content.</td>
<td>Literature/class content use is relevant and supports the content.</td>
<td>Some relevant literature/class content is referred to.</td>
<td>Literature/class content is unclear/not evident and needs further development.</td>
</tr>
<tr>
<td>Quality of content</td>
<td>The topic is thoroughly examined with thoughtful, critical consideration of how this resource promotes culturally informed meaningful inclusion for Pasifika students and their families underpinned by the Pasifika Education Plan.</td>
<td>The topic is explored in depth with consideration about how the resource promotes culturally informed meaningful inclusion for Pasifika students and their families informed by the Pasifika Education Plan.</td>
<td>The topic is described with some useful aspects relevant to culturally informed meaningful inclusion for Pasifika students and their families, links are made to the Pasifika Education Plan.</td>
<td>The topic is disorganised and lacks useful information or consideration of culturally informed meaningful inclusion for Pasifika students and their families. Lacks sufficient understanding of the Pasifika Education Plan.</td>
</tr>
<tr>
<td>Referencing</td>
<td>Referencing is consistently accurate using APA style.</td>
<td>Referencing is mainly accurate using APA style.</td>
<td>APA referencing style is used.</td>
<td>APA referencing style is not used.</td>
</tr>
</tbody>
</table>
Assignment 2 – Practicum 2A

Practicum Folder
During the May practicum your Visiting Lecturer will observe you teach and view your professional experience folder. At the discretion of your Visiting Lecturer you may be asked to:

- Submit your full professional experience folder (hard copy to Reception by Due date)
- Submit any incomplete sections as identified on the Visiting Lecturer folder report (hard copy or email as discussed with Visiting Lecturer)
- Be assessed as having completed all requirements of the professional experience folder and not have to submit the folder for marking (at the discretion of your Visiting Lecturer)

If you are asked to submit your folder the due date is:

**Monday 28 May** - at the College Reception
   Submit with a cover sheet (download from College web site)
   Record the name of your Visiting Lecturer on your cover page (see below).

Prepare a professionally presented and indexed professional experience folder including:
Teaching log that includes the date and group size (whole class/small group)

- Class information (class plan, class list, group lists).
- School information and organisation.
- Record of classroom observations
- Written planning and evaluations for all lessons taught.
- Daily planner for day of control.
- Written reflection on the full day of control using reflective practice questions.
- Feedback received from the Associate Teacher and Visiting Lecturer.

Professional Experience Feedback Report 2A

The Visiting Lecturer will observe the student teaching and write a feedback report based on field notes and professional conversations. The feedback report criterion includes feedback on:

- Professional Knowledge
- Professional Practice
- Professional Values and Relationships

Additional information is provided in your practicum book. This is given to you in class prior to practicum. The practicum book has requirement details for practicums.
Assignment 3 – Emerging Personal Philosophy Statement

Due date: ........................................ by noon on or before Monday 20 August (Week 34)
Who to hand work in to ............ Pauline Smith
Where to hand in work .............. UOCE Reception

Detailed Requirements for Assignment

Please note that prior preparation is required.

In week 32 bring, to share in class, a written draft of your emerging personal philosophy of how best to support children’s learning. Your emerging personal philosophy will draw upon both theoretical model/s and relevant personal experience. Be prepared to share and defend your philosophy in a small group situation.

Your emerging personal philosophy statement should include:
• Critical discussion of your chosen model/s and evidence your understanding of its underpinning implicit assumptions, and
• Your beliefs around student autonomy, rewards, punishments and consequences and how you choose to enact the role of a teacher.

Your audience should be able to discern links and consistency between your chosen model/s and your beliefs about how best to support children’s learning.

Please note: your final submitted assignment may draw upon your group dialogue, however this is not compulsory.

Reference List: APA style

Formatting: use double-spacing and at least 2.5 margins on all sides; include a cover page, page numbers and at least a 12-point font.

Word limit - 800 – 1,000
### Assessment Criteria

<table>
<thead>
<tr>
<th>Emerging Personal Philosophy Statement Content/Substance</th>
<th>Critical discussion of the model(s)</th>
<th>Personal Experience</th>
<th>Discusses autonomy, rewards, punishments and consequences</th>
<th>Consistent links made between emerging philosophy and model/s</th>
<th>Use of language (stereotypes, unsubstantiated claims avoided)</th>
<th>Organisation</th>
<th>Presentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates deep understanding</td>
<td>Broadly considered</td>
<td>Comprehensive detail and depth</td>
<td>Cohesive discussion</td>
<td>Careful use of language and avoids unsubstantiated claims</td>
<td>Logical transition of ideas (flow)</td>
<td>Accurate</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>Limited understanding</td>
<td>Narrowly considered</td>
<td>Limited detail and/or depth</td>
<td>Limited links or disjointed discussion</td>
<td>Suggestive use of language and/or uses broad unsubstantiated claims</td>
<td>Logical and engaging to read</td>
<td>Inaccurate</td>
<td>Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unclear and difficult to read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade**

Pass

Fail
Assignment 4 – PowerPoint Presentation (50%): Māori Studies Component

Due date: Week 40 (week beginning 1st October)

Who to hand work in to: Pauline Smith

Where to hand in work: In class

Detailed Requirements for Assignment

For this assignment you will need to select a topic relevant to te āo Māori and examine ways in which the topic can provide learning opportunities in a mainstream school situation.

This assignment has two complimentary components:

1. Develop a PowerPoint that will summarise your chosen topic, and clearly identify the key elements related to te āo Māori. The PowerPoint will be designed for use as a starter/igniter in a primary classroom setting.

2. The PowerPoint notes pages will explain why you have chosen the topic, and how it will heighten children’s understandings/beliefs related to te āo Māori. You will describe potential learning opportunities that could be used in the classroom.

You will show your understanding of your chosen topic by the inclusion and explanation of relevant:

- whakapapa
- pūrākau
- whakataukī/whakatauākī
- tikanga
- te reo
- kaitiakitanga principles associated with this topic

The learning opportunities should enable you to illustrate te reo me ngā tikanga Māori relevant to your chosen topic, as well as including the following elements:

- Community links
- Show possible links to other learning areas
- Possibilities for learning to be supported by Information and Communication Technology.

Provide an accurate reference list using APA system.

Word Limit a maximum of 200 words per Powerpoint notes pages.
### Assessment Criteria

<table>
<thead>
<tr>
<th></th>
<th>A range (80-100%)</th>
<th>B range (65-79%)</th>
<th>C range (50-64%)</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint information promoting a te ao Māori focus.</td>
<td>Well developed and justified connections promoting te ao Māori concepts.</td>
<td>References to te ao Māori concepts are discussed and developed.</td>
<td>Some references to te ao Māori concepts are evident.</td>
<td>References to te ao Māori concepts are not included.</td>
</tr>
<tr>
<td>Kaitiakitanga</td>
<td>PowerPoint and notes pages illustrate well-informed understanding of kaitiakitanga and development of Māori sustainable practices.</td>
<td>PowerPoint and notes pages illustrate a good understanding of kaitiakitanga and the development of Māori sustainable practices.</td>
<td>An understanding of kaitiakitanga and Māori sustainable practices are evident in the PowerPoint and notes pages.</td>
<td>Ideas about kaitiakitanga and Māori sustainable practices are not included in the PowerPoint and notes pages.</td>
</tr>
<tr>
<td>Learning opportunities and links to learning areas.</td>
<td>Learning opportunities are carefully selected to support and explore the chosen topic. Learning area links are strongly developed and clearly justified. Assignment demonstrates an insightful inclusion and explanation of community links and ICT.</td>
<td>Learning opportunities are appropriately linked to the chosen topic. Learning area links are appropriate. Assignment demonstrates a clear explanation and inclusion of community links and ICT.</td>
<td>Learning opportunities are linked to the chosen topic. Reference to the learning areas is evident. Assignment describes the inclusion of community links and ICT.</td>
<td>Lacks meaningful links to the chosen topic. Links to learning areas are not included. Information relevant to the inclusion of community links and ICT is not evident.</td>
</tr>
<tr>
<td>Community links and Information and Communication Technology</td>
<td>Learning opportunities are carefully selected to support and explore the chosen topic. Learning area links are strongly developed and clearly justified. Assignment demonstrates an insightful inclusion and explanation of community links and ICT.</td>
<td>Learning opportunities are appropriately linked to the chosen topic. Learning area links are appropriate. Assignment demonstrates a clear explanation and inclusion of community links and ICT.</td>
<td>Learning opportunities are linked to the chosen topic. Reference to the learning areas is evident. Assignment describes the inclusion of community links and ICT.</td>
<td>Lacks meaningful links to the chosen topic. Links to learning areas are not included. Information relevant to the inclusion of community links and ICT is not evident.</td>
</tr>
<tr>
<td>Presentation of assignment</td>
<td>The power point notes are very well written, showing a fluent, polished writing style. Ideas are clearly and concisely expressed, and content is logically organised. Grammar and spelling is accurate and language fluent.</td>
<td>The power point notes are carefully and logically organised. Ideas are clearly expressed. Grammar and spelling is accurate.</td>
<td>The presentation is organised. The meaning is apparent. Grammar and spelling is mainly accurate.</td>
<td>Information is Disorganised and meaning is unclear. Grammar and spelling are inaccurate.</td>
</tr>
<tr>
<td>Clarity of expression</td>
<td>Referencing is consistently accurate using APA style.</td>
<td>Referencing is mainly accurate using APA style.</td>
<td>APA referencing style is used.</td>
<td>APA referencing style is not used.</td>
</tr>
<tr>
<td>Referencing</td>
<td>Referencing is consistently accurate using APA style.</td>
<td>Referencing is mainly accurate using APA style.</td>
<td>APA referencing style is used.</td>
<td>APA referencing style is not used.</td>
</tr>
</tbody>
</table>
Assignment 5 – Practicum 2B

Practicum Folder
During the October/November practicum your Visiting Lecturer will observe you teach and view your professional experience folder. At the discretion of your Visiting Lecturer you may be asked to:

- Submit your full professional experience folder (hard copy to Reception by Due date)
- Submit any incomplete sections as identified on the Visiting Lecturer folder report (hard copy or email as discussed with Visiting Lecturer)
- Be assessed as having completed all requirements of the professional experience folder and not have to submit the folder for marking (at the discretion of your Visiting Lecturer)

If you are asked to submit your folder the due date is:

**Monday 12 November** - at the College Reception
Submit with a cover sheet (download from College web site)
Record the name of your Visiting Lecturer on your cover page (see below).

Prepare a professionally presented and indexed professional experience folder including:

Teaching log that includes the date and group size (whole class/small group)

- Class information (class plan, class list, group lists).
- School information and organisation.
- Record of classroom observations
- Written planning and evaluations for all lessons taught.
- Daily planner for day of control.
- Written reflection on the full day of control using reflective practice questions.
- Feedback received from the Associate Teacher and Visiting Lecturer.

Professional Experience Feedback Report 2B

The Visiting Lecturer will observe the student teaching and write a feedback report based on field notes and professional conversations. The feedback report criterion includes feedback on:

- Professional Knowledge
- Professional Practice
- Professional Values and Relationships

Additional information is provided in your practicum book. This is given to you in class prior to the practicum. The practicum book has requirement details for practicum.
Your Online Learning System

In this paper we use BlackBoard to provide a richer learning environment for you. The online environment provides a place for you to communicate and work with other students, to access course resources and to discuss questions raised during the course.

To benefit most from this environment you should:

- Access the online environment to check for messages and changes to content several times per week.

Required Texts


Textbooks can be ordered from:

University Book Shop (Otago) Ltd
Textbook Department
PO Box 6060
Dunedin 9010
Tel 64 3 477 6976 ext. 878
Fax 64 3 477 6571
Email ubs@unibooks.co.nz
Web www.unibooks.co.nz/

Required and Recommended Reading

Key readings will be made available through e-reserve [http://www.otago.ac.nz/library/reserve/](http://www.otago.ac.nz/library/reserve/)
Selected Readings and Websites


Tagata Pasifika (2007). NZ-born Pacific people, [Accessed 31/1/13 http://www.youtube.com/watch?v=y8u_ITQr0p0]

Tepapa.govt.nz. Ifoga (ritual apology) [http://tpo.tepapa.govt.nz/ViewTopicExhibitDetail.asp?TopicFileID=0x000a27d7]

Te Kete Ipurangi: http://www.tki.org.nz/

YouTube. Polynesian Panthers Part 1 http://www.youtube.com/watch?v=AtEKpTJXPmQ

YouTube. Polynesian Panthers Part 2 http://www.youtube.com/watch?v=1QtgsR7VLn4
**Additional Resources**


**Additional Resources Websites**


Tuatua Mai! – Learn Cook Islands Māori: [http://www.tuatuamai.co.nz](http://www.tuatuamai.co.nz)

Learn another Pasifika language to greet your friends in. This website offers an exciting array of ways to learn Cook Islands Māori and Cook Islands culture. You can learn by, listening, speaking, viewing pictures and videos, and reading about the Cook Islands.

Tau Gagana Tokelau: [http://www.learntokelau.co.nz](http://www.learntokelau.co.nz)

Take advantage of this valuable resource for everyone – children and teachers who want to speak the Tokelauan language and learn about the Tokelauan culture. There are language resources including interactive conversations to help you increase your knowledge of Tau Gagana Tokelau.

Learn Niuean: [http://www.learnniue.co.nz/learnniueanlanguage](http://www.learnniue.co.nz/learnniueanlanguage)

Explore the beautiful island of Niue and enrich your classroom programme. This interactive website can be used to increase your knowledge of another Pasifika culture by supporting you to learn and teach vagahau Niue.
Readings – Māori Studies

**Library resources**


**Additional Resources**


Websites

www.aucklandmuseum.org
www.minedu.govt.nz
www.tki.org.nz (Te Kete Ipurangi (TKI))
www.wicked.org (link through TKI website)
www.thm.ac.nz
www.tetaurawhiri.govt.nz
www.maori.org.nz
www.ngaitahu.iwi.nz
http://www.korero.maori.nz/forlearners/myths.html

College Website

In addition to a wealth of information available for students on the University website there are also a number of useful Policies and Documents for Students on the College website. It is students’ responsibility to read this information.

Important Note

Students are advised to retain their programme and course information on completion of the programme.

Should graduates wish to apply for teaching positions and/or registration as a teacher overseas, many countries require information in addition to copies of academic transcripts and degree certification in order to assess qualifications gained in New Zealand. It is also useful should you wish to apply for cross-credit or recognition of prior learning (RPL) at a future time.

Paper prescriptions, learning outcomes (aims and objectives) and professional experience (teaching practicum) information is most often requested, therefore it is strongly recommended that students retain copies of the following:

- Paper Outlines (all compulsory and elective paper outlines completed during the course of study)
- Keep a record of each of your professional experiences, including the years, semesters, actual dates, names of the schools/centres, and age range of the children. Also list any single days you spent in schools/centres in addition to the professional experience weeks as part of your programme. These specific details are often requested by overseas institutions/employers.
- University Calendar (as applicable to the year of initial enrolment)
- Guide to Enrolment (as applicable to the year of initial enrolment)