



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Co-ordinating Teachers in the Mixed Media Presentation Programme



TE KURA TOI TANGATA
FACULTY OF EDUCATION

Introduction

This information is intended for schools involved in the University of Waikato Mixed Media Presentation (MMP) Undergraduate Bachelor of Teaching programme, which is delivered using a combination of distance and on-campus approaches. This document is intended to provide a background and overview of the programme. It does not provide detailed course information. That information is provided by lecturers to enrolled students only.

A partnership between Te Kura Toi Tangata Faculty of Education and staff in each base school is formed. We are pleased that you are taking the opportunity to work alongside MMP students in a collegial and professional manner. We will support you by visiting your school once in each semester, and being available through phone and email so that personal contact can be maintained. We look forward to a close association with you and your school.

A Brief History

Te Kura Toi Tangata Faculty of Education's MMP programme began in 1997 as an alternative way to study for the three year Bachelor of Teaching (Primary) qualification. It was initially designed to meet pre-service needs in the more distant areas of the University's region. It has been extended to include students throughout the North Island. This programme is specifically designed to cater for 'primary' teacher education students whose location and circumstances prevent them from participating in a traditional on-campus programme.

The MMP has four principal components: Internet-based study; compulsory on-campus study blocks; school based activities; and three teaching practica. For the majority of each academic year students work from their home, communicating with university staff and colleagues through Internet links, email and telephone.

Practical tasks of the programme are completed at the on-campus blocks and in the base schools, initially under the supervision and guidance of a co-ordinating teacher.

Recruitment and Selection

Personal details, including educational and employment history, a written personal statement and two referees' statements, are required by the Office of Initial Teacher Education and Undergraduate Studies for selection purposes. Applicants for MMP are interviewed and have a literacy and numeracy assessment prior to being offered a place in the programme. Placement in MMP is always conditional on a base school being confirmed. Each student must also have stable internet access to be able to participate in this programme.

How a School Becomes a Base

Selection of students takes place from about June to December of each year. Applicants are asked to provide written confirmation from the school they would like to be based in, if selected.

Note: It is not appropriate for a MMP student to be based in a school where another close family member is employed, or where the student is a member of the Board of Trustees as this has the potential for conflict of interest. Any such situation must be brought to the attention of the programme co-ordinator.

School's Involvement

As a base school you are asked to be involved with a student (or students) who will be undertaking teaching experiences during the academic year. For many of the courses, students will be expected to complete a series of teaching tasks to meet programme requirements. These requirements may not always be aligned with the school's yearly plan.

The Co-ordinating Teacher Role

The co-ordinating teacher has a broad role supporting their student. The co-ordinating teacher is not required to complete any tasks that should rightfully be carried out by Te Kura Toi Tangata Faculty of Education staff. No extensive written evaluation or report is required. However, you will be asked in June to attest that your student is a suitable candidate for practicum. If there is concern relating to a student for whatever reason please contact University staff.

Each student is required to attend school on one consistent day per week throughout each of their first three semesters of the University academic year. It is not a requirement in the second semester second year, or the third year, as their courses do not require consistent practical in-school experiences. Primarily the role of the co-ordinating teacher is one of being a mentor for their student, providing opportunities, models, materials, direction, support and guidance. The co-ordinating teacher needs to take an interest in the student's development and growth, in practice, knowledge and professionalism. This role requires commitment in terms of time and attention.

Completion of requirements for university studies is important to the student. Providing opportunities to complete set tasks is a vital role of the co-ordinating teacher. Helping the student to develop knowledge about curriculum and resources is also a significant supporting role.

This teacher education programme prepares graduates for teaching in all areas of the New Zealand primary school, thus the co-ordinating teacher should feel confident about providing the student with a range of opportunities in a range of learning situations.

In assisting the student's professional growth, the co-ordinating teacher will model and discuss classroom management and organisation,

identifying the routines and systems in place in classrooms that contribute to effective learning environments. It is expected that a co-ordinating teacher will be a good role model for a student. Occasionally when it may be appropriate for the student to observe the teaching strengths of others as models, the function of the co-ordinating teacher includes arranging such opportunities within the school.

Reimbursement to the School

While this is not an associate teacher or tutor teacher role as provided for in the Collective Employment Agreement, there is reimbursement. Currently there is a fee of \$280 plus GST payable per semester for supporting an MMP student in their first three semesters. The University of Waikato pays this fee in August/September for year 1 students, and in June for year 2 students. Making payment later in the year allows for full and partial withdrawals to be effected. Where a student does not fully complete requirements or has a reduced workload for the year, a pro-rata payment will be made.

Initially the school is invited to provide bank and GST details to become an approved University of Waikato vendor. An email request to invoice Te Kura Toi Tangata Faculty of Education for the fee follows. The principal negotiates how the funds are to be allocated and used. For example, some schools use the funds for professional development for the co-ordinating teacher and other staff involved. Sometimes the funds are used for the co-ordinating teacher's classroom. Generally the creativity of the principal maximises the use of this fee. Please note that associate teachers are paid directly for full time practicum as per the approved rate in the Collective Employment Agreement.

Having a Student in Your Classroom

A strength of this programme is the relationship that a student develops with their co-ordinating teacher and the children in their base school. Communication between the co-ordinating teacher and student is identified as a key factor to the success of the base school aspect of the programme. It is imperative that effective systems are established and maintained for clear, honest messages and feedback to be communicated between the student, the co-ordinating teacher and Te Kura Toi Tangata Faculty of Education.

Such systems ensure that the school receives all necessary information from the Faculty of Education and the student, and that the integrity of the base school, the programme and Te Kura Toi Tangata Faculty of Education are maintained. Students should develop an overview of the semester's workload and tasks and have a regular meeting time with the co-ordinating teacher to discuss the plan, requirements and progress.



The Student Teacher

As a pre-service teacher the student is expected to be a professional member of staff during their in-school days. This role may vary greatly from that which they have when attending the school on other occasions, eg as a parent, or paid employment as a teacher aide.

On in-school days, the student is required to be involved in all activities expected of teachers; this may include sharing duty and attending meetings. The student should accompany the co-ordinating teacher if required. As a staff member they are also expected to behave professionally with regard to punctuality, hours of work, commitment, appropriate preparation, confidentiality, dress and safety.

Of all the qualities that each student must develop and prioritise, maintaining confidentiality is paramount. They will be involved in many professional conversations regarding children, schools and teaching and they must understand and respect the importance of being a professional in many and diverse situations.

Further key attributes that should be developing in each student will include:

» **Independence** – being able to complete tasks on their own whether as part of their study programme or within the base school and classroom.

» **Initiative** – having an awareness of the systems, management and needs of a classroom and ability to assist without the constant direction and support of their co-ordinating teacher. Students should be developing a “big-picture” view.

» **Reflection** – knowing that good classroom practice evolves from taking time to reflect on required readings and practical experiences. In order to reflect, students must develop their subject, curriculum and pedagogical knowledge.

» **Flexibility** – being able to adapt to the many changing conditions of a school and classroom. This ability to be flexible comes from confidence in themselves and knowledge of their study programme.

This programme’s success relies on trust, rapport and communication between the student and co-ordinating teacher.

During on-campus blocks students are guided and encouraged to develop a long-term plan or other system that will enable them to keep their co-ordinating teacher well informed of school based requirements, well before they intend to teach.

Attendance at all on-campus teaching blocks is compulsory. Therefore it is expected that students will return from each of these and discuss with their co-ordinating teacher, course and programme requirements in preparation for their in-school work.

It is the student’s responsibility to identify school based requirements and to keep their co-ordinating teacher informed of required teaching intentions.



The In-School Day

In the first 18 months of their programme, students must attend their base school for one consistent full day per week throughout the university semesters (usually March to October inclusive). Generally, each student will attend the same base school for this time.

Absences

When the co-ordinating teacher is absent on the set in-school day, common sense would guide a decision about student attendance. It is important that students experience a full range of primary school practices and this could include working with a reliever or in another classroom, providing arrangements are acceptable to all parties. Days missed by a student should be made up. After a student is absent, making up the missed day should occur as soon as possible following the absence. If schools have concerns about student absences, they should contact the MMP co-ordinator, liaison team member or MMP administrator.

During the In-School Day

Students should be aware of ways to make optimum use of the in-school day. Being in school is a time for students to:

- » Meet with the co-ordinating teacher to review the past week and/or preview the week ahead.
- » Consider any feedback and feedforward given with subsequent reflection and evaluation.
- » Carry out assignment-related teaching practice.
- » Provide an extra set of hands, eyes, ears, at appropriate/timely moments in the day.
- » Become aware of and experiment with different aspects of lesson and topic planning
- » Identify and gradually develop knowledge and understanding of various forms and formats of assessment and related evaluative processes.

- » Note the ways in which children present their work as individuals and groups and how a classroom teacher presents or displays work to create and maintain a stimulating room environment and offer to help with such tasks.
- » Use their initiative with regard to appropriate involvement in such aspects of school life as staff meetings, duty, special events, etc.
- » Respect the integrity and confidentiality of the school and its unique culture at all times.
- » Study school documents such as policies, remembering their confidential nature
- » Explore class and school resources.

Supervision, Feedback and Reflection

While in school, students work within classrooms to observe and practise their teaching techniques and styles. Observations present fewer challenges than any practical teaching tasks when the student is required to work with individuals and groups. The class programme has to be sufficiently flexible for the student's University requirements to be taken into account. Discussions prior to lessons to ensure the student and children are safe are important.

Student Organisation

Systems such as meeting schedules, use of the photocopier, duty, lunch orders etc need to be explained to the student to ensure they know what they can use, how and when. Sometimes a student is required to work with children of a specific year group or age and when this is not that of the co-ordinating teacher, opportunities need to be negotiated with other teachers. There may also be times when another staff member has knowledge or interest in a particular topic and may be able to assist the student teacher.

Dealing With Conflict

Student and teacher absence, maintaining confidentiality, misinformation and Te Kura Toi Tangata Faculty of Education requirements may cause conflict. Early contact with your liaison lecturer often prevents such issues escalating. There will be many ways of dealing with such conflict and talking to the right people is important – student, co-ordinating teacher, principal, liaison person and MMP co-ordinator.

Te Kura Toi Tangata Faculty of Education Liaison Visits

It is anticipated that a liaison person will visit each base school three times in the first two years of a student's programme (March, October and March). The lecturer or administration staff will contact the school and student by email with meeting times and it is expected that each student will arrange his or her in-school time to coincide with this visit. Where this does not fit with their regular in-school day the day may be changed, or attendance may be extra. During the visit, time will be set aside to talk with the principal, co-ordinating teacher and student – together, separately and/or in groups.

To maintain effective communication between all parties the following contacts are included:

Mixed Media Presentation Programme (Primary)

Programme Co-ordinator

Merylyn Taylor meta@waikato.ac.nz
07 838 4466 extension 7727

Programme Administrator

Lesley Meade lmeade@waikato.ac.nz
07 838 4924

Website: education.waikato.ac.nz/mmp



Practicum Requirements

The University of Waikato Bachelor of Teaching (Primary) programme focuses on Year 1 to 8 of the New Zealand Curriculum and/or Te Marautanga o Aotearoa. It prepares graduates to teach at all levels of New Zealand primary schools. In order to meet the requirements for this broad spectrum there are some guiding principles for teaching experiences.

The first three-day experience takes place in the co-ordinating teacher's classroom and there is one practicum in each of the three years of study. The first year experience of three weeks generally in their base school in October-November, six weeks in July-August of the second year and a final practicum of eight weeks in May-June in the third year in other schools in the locality.

Students must complete one practicum in each of the levels: junior (Years 0 to 3), middle (Years 4 to 6) and senior (Years 7 and 8). The order is by personal preference.

Kākano Rua students are expected to complete two practica in immersion settings.

Specific details of each practicum are contained within a practicum booklet distributed to associate teachers and given to students at their practicum briefing while on-campus.

Te Kura Toi Tangata Faculty of Education acknowledges and appreciates the tremendous support our students and the distance learning MMP programme receives from co-ordinating and associate teachers, base schools, their principals, Boards of Trustees and communities. Without this support the programme would have remained an idea rather than the successful reality it is today. We hope that you will join us as a co-ordinating teacher and share the satisfaction and rewards the programme offers to all involved in it.





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WHERE THE WORLD IS GOING
TE AHUNGA O TE AO

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