



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 who have agreed to host a student participating in the Mixed Media Presentation (MMP) Bachelor of Teaching programme at the University of Waikato. The document is intended to provide a background and overview of the programme which is delivered using a combination of distance and on-campus approaches. It does not provide detailed course information as this is provided by lecturers to enrolled students only.

Students who are accepted into the programme require a base school that will give them access to the classroom and to a mentor teacher who will advise and guide them through the first three semesters of study. If you agree to support our student, your commitment will involve the following:

- A one day a week placement in your school for the first year and a half of the degree (three semesters), excluding school and university holidays.
- A three-week practicum beginning mid-October at the end of Semester B in year one. See p.8 for further details.

A partnership between Te Kura Toi Tangata Faculty of Education and staff in each base school is formed. We will support you by visiting your school once in each semester, and being available via phone and email so that personal contact can be maintained. We are pleased that you are taking the opportunity to work alongside our MMP student and 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 phone.

Practical tasks that are requirements of the programme, are completed during the on-campus blocks and in the student's base school. These tasks are completed under the supervision and guidance of the co-ordinating teacher (CT) and with the support and guidance of the Faculty of Education lecturers.

Please note that the term 'co-ordinating teacher' refers to the classroom teacher for the student's one day per week placement. When the students are on practicum, the supporting teacher is referred to as the 'associate teacher'. The reason for this differentiation is the way in which each role is funded.

Becoming a Base School

The selection of students takes place from June to December of each year. Personal details including educational and employment history, a written personal statement and two referees' statements, are required by the Academic and Student Administration Office for selection purposes. Applicants are also asked to provide written confirmation from the school they would like to be based in, if selected. A student seeking a base school will provide you with a Base School Confirmation Form to complete.

Once the full application is received, applicants for MMP are interviewed and undertake literacy and numeracy assessment tasks 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.

Note: It is not appropriate for the 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. If you have any concerns or queries, please contact the programme co-ordinator or administrator (see contact details on p.7).

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 varied role in supporting their student. It will involve the following:

- acting as a mentor for their student
- helping build the student's knowledge of the New Zealand curriculum
- modelling and discussing good practice based on the requirements of New Zealand Curriculum (MOE, 2007)
- modelling and discussing classroom management and organisation

- providing resources and planning direction
- generally supporting, encouraging and guiding the student's practice

As the programme prepares students for teaching in all areas of the New Zealand primary school, the co-ordinating teacher should provide the student with a range of opportunities in a variety of teaching and learning situations. Throughout the year the student will have specific tasks to complete for each of their papers. These tasks may involve working with children at other levels within the school. It would be helpful if the co-ordinating teacher could assist with organising such opportunities for these requirements to be met.

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 as soon as possible.

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 the 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 in comparison **associate teachers** are paid directly for full time practicum as per the approved rate in the Collective Employment Agreement.*

Communication

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 programme. It is important therefore that effective systems are established to ensure that clear and accurate

information is communicated between all parties. 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 is maintained.

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 these. During on-campus blocks students are guided and encouraged to develop a long-term plan of their workload and required tasks at the start of each semester. This should be shared with the co-ordinating teacher so that both are well informed of dates for school based lessons and tasks.

It would also be useful for the co-ordinating teacher and the student to set up a regular meeting time to discuss teaching requirements and the student's 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. The student is required to be involved in all activities expected of teachers; this may include sharing duty, attending meetings and where appropriate, assisting with extra-curricular activities. 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 behaving in a professional manner in all situations.

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

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

» **Initiative** – having an awareness of the systems and management procedures required in running a classroom, and developing an ability to assist without constant direction and support from their co-ordinating teacher. Students should develop a 'big picture' view of their role in the classroom.

» **Reflection** – recognising that good classroom practice evolves over time and is enhanced by taking time to reflect on each teaching episode and the links to FEDU reading material. In order to reflect and critique their practice, students need to develop their curriculum and pedagogical knowledge.

» **Flexibility** – being able to adapt to the many changing situations both within the classroom and within the wider school community. This

is acquired as students develop confidence in their role as a classroom teacher and develop that 'tool box' of strategies and techniques to work with and manage students.

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.

During the In-School Day

Students should make optimum use of their in-school days. Being in school is a time for students to:

- » Carry out assignment-related teaching practice
- » Provide support and assistance to the classroom teacher
- » Use their initiative with regard to appropri-



ate involvement in such aspects of school life as staff meetings, duty, special events, etc.

- » Become aware of and experiment with different aspects of lesson and unit planning
- » Identify and develop knowledge and understanding of various forms of assessment and 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
- » 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
- » Study school documents such as policies, remembering their confidential nature
- » Explore class and school resources
- » Respect the integrity and confidentiality of the school and its unique culture at all times.

Whilst in school, students should have opportunities to observe and practice a range of teaching techniques. The class programme should be sufficiently flexible to allow for the student's university requirements to be completed. Discussions with the co-ordinating teacher prior to lessons will ensure the student has prepared an appropriate lesson or lessons for either individual students, groups or a whole class. It is also important that the student understands the safety of students is a critical element of planning. Student reflections and regular co-ordinating teacher feedback are important components in the overall process.

Absences

When the co-ordinating teacher is absent on the student's in school day, it is reasonable for the student to work with a reliever or in another classroom, providing arrangements are acceptable to all parties. Days missed by a student should be made up as soon as possible following the absence. If schools have concerns

about student absences, they should contact the MMP co-ordinator or administrator.

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 other than that in their base class; such 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

There are a number of issues that may cause problems or conflict to arise, generally relating to student and teacher absences, a breach of confidentiality, misinformation being shared, or the requirements of the Faculty of Education. It is important to speak with the right people and early contact with the liaison lecturer or programme co-ordinator may prevent the unnecessary escalation of these or other difficulties.

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 via email with meeting times and it is expected that each student will arrange his or her in-school time to coincide with this visit. 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) Contacts

Programme Co-ordinator

Wendy Carss wcarss@waikato.ac.nz
07 838 4466 extn: 7862

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 years 0 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 of three weeks takes place, usually in their base school, in October-November. This is followed by 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 just prior to the commencement of practicum 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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