

LIDLAW COLLEGE

Te Wananga Amorangi

BACHELOR OF TEACHING (PRIMARY) & WORLDVIEW STUDIES

876.715 Pedagogy and Practice 4 Course Assessment and Delivery Outline

Campus: Auckland
Lecturer: Yvonne Burrows

Semester 1, 2015
NQF Level: 7, 15 credits

CONTENT OVERVIEW

- a. Establishing a new school year
 - establishment phase of a new class
 - long term planning
 - administration
- b. School policies and procedures
- c. Reflection and journaling
- d. Professional and personal integrity and ethic
- e. Integrating theory and practice

ASSESSMENT TASKS AND DUE DATES

ASSIGNMENT ONE (ten day placement)

Students will:

Submit through e portfolio:

- School and class general information
- Goals for the placement
- Flow chart with 250 word reflection on two school policies
- 1000 word reflection on the administrative tasks and establishment phase of the beginning of a school year

Assignment One Criteria

Students will competently:

- fulfil attendance requirements which may include participation in meetings with an Associate Teacher and their syndicate in November and/or December and in January and on teacher only days
- familiarise themselves with all school beginning year tasks
- reflect on the outworking of school and class values into class routines and practices
- describe and critique the outworking of two school policies

% Final Grade:	20%
Learning Outcomes	a
Due Date:	23 Feb 2015

ASSIGNMENT TWO (three week placement)

Students will present:

A professional e-portfolio which includes;

- relevant, descriptive school and classroom information
- proof of careful, thorough planning for teaching
- proof of summative and /or formative assessment of learning
- lesson observations by visiting lecturers
- a reflective journal which integrates goals and experiences
- feedback from the Associate Teacher

Assignment Two Criteria

Students will:

- effectively use several layers of planning and organisational skills
- effectively undertake a progressive teaching load which culminates in sole-charge teaching
- provide evidence of learners' achievement using formative and/or summative assessment
- create and teach original lessons through engagement with associate teacher's planning
- provide evidence of lesson adjustment following feedback
- meet standards of teaching and assessment expected by the school, the associate teacher and Laidlaw College School of Education
- critically reflect on all their teaching in an effective way to reshape practice, ideas, beliefs, and values
- demonstrate professional organisational skills of the e-portfolio

% Final Grade:	80%
Learning Outcomes	b - d
Due Date:	26 th June 2015

EXPECTED ALLOCATION OF LEARNING HOURS

Supervised practice five weeks.

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