Professional Experience Handbook:

Professional Practice and Practicum

Master of Teaching (Primary)

2017-18
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English Language Skills Assessment: DELNA Requirements

Student teachers who have not met this language requirement will not be able to go out on the final practicum.

Further information please refer to the programme handbook –

Master of Teaching (Primary) CONTACTS

Master of Teaching (Primary) Programme Leader
Practicum Co-ordinator
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Educative Mentoring Co-ordinator (Primary)
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Primary Practicum Coordinator: Practicum Office (Administration)
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Note: The Master of Teaching (Primary) practicum course code is: EDPROF 758
EDPROF 758 is scheduled in the first semester of 2018. Practicum 1 is linked to EDPROF 737
The Master of Teaching (Primary) is a 180-point degree that leads to New Zealand registration and provisional certification. The one-year programme, undertaken from July to June, is intensive, academically and professionally demanding, and built on the principles of collaboration. It is essential, therefore that:

- **we require student teachers** to be efficacious, resilient, self-motivated and self-regulating professionals who engage in collaborative practice with learners, colleagues and whānau. We expect them to demonstrate passion and commitment in wanting to make significant improvements in the learning and engagement of children from all backgrounds in all circumstances;

- **faculty and school teacher educators acknowledge** that student teachers will bring no greater experience in school settings, or practical knowledge and skill than students in other initial teacher education programmes. Considered, scaffolded support and guidance is essential to assist student teachers to make the shifts in practice necessary for them to develop into beginning teachers who have the knowledge, skills, and dispositions to be effective teachers of all learners, particularly those from priority student groups.

The Master of Teaching (Primary) programme aims to develop beginning teachers with **adaptive expertise**; teachers who:

- Understand why some practices are more effective than others;
- Use student assessment information to reflect on their teaching;
- Know if/how their practice is culturally and linguistically responsive;
- Know how the assumptions they bring to teaching influence their practice;
- Take responsibility for their own professional learning through inquiring with others about how effective they are being for their students.

Six interlinked **facets of practice for equity** ‘weave’ through all courses in the programme. These facets have been developed from an international review of research syntheses/frameworks (including New Zealand BES) that focused on teaching practice that enhanced the learning opportunities and outcomes (broadly defined) of all learners.

The facets of practice for equity are:

- Selecting worthwhile content and designing learning opportunities aligned to valued learning outcomes;
- Connecting to students’ lives and experiences;
- Creating learning-focused, respectful and supportive learning environments;
- Using evidence to scaffold learning and improve teaching;
- Adopting an inquiry stance and taking responsibility for further professional engagement and learning; and
- Recognising and challenging classroom, school and societal practices that reproduce inequity.
Professional Experience: Professional Practice and Practicum

Professional Experience (incorporating professional practice and practicum – refer, p. 8 of this handbook) is a critical component of the Master of Teaching (Primary) programme. The collaboration between The University of Auckland Faculty of Education and Social Work and participating schools (Learning Hub) provides student teachers with extensive and targeted opportunities to practice, develop and improve their knowledge and skills in supportive and constructively critical, authentic settings. This approach aims to enable student teachers to become functioning members of the school community - as junior colleagues.

Learning Hub schools provide opportunities for student teachers to learn, practise and develop the adaptive expertise to work effectively with priority learners and with an increasingly diverse population. Courses combine campus-based and school-based teaching and learning so that student teachers work collaboratively with faculty staff and teachers in the schools to make explicit the links between theory and practice. This model enables student teachers to practise and hone the required skills, knowledge and practice for equity in authentic, supportive and constructively critical learning environments. Such an approach is aimed at addressing what Darling-Hammond (2010) identified as being the central issue confronting ITE: how to foster learning about and from practice in practice.

This approach means that during Professional Experience student teachers are mentored by a team of faculty- and school-based teacher educators who are working together intentionally to construct contextually appropriate practicum approaches and practices within the framework of university credentialing requirements and the Education Council’s Graduating Teacher Standards (Villers & Mackisack, 2011). This practicum team includes the:

- Associate Teacher/s
- Adjunct Lecturer
- University Liaison Lecturer

The commitment and active participation of the school principal is critical to the success of this approach to Professional Experience.

The collective role of Master of Teaching (Primary) teacher educators is to support student teachers to: integrate theory and practice; observe, analyse and interpret; plan, implement, assess, and evaluate; reflect on their own learning and practice; develop and action personal professional goals. This requires an educative mentoring approach.

The faculty has the overall responsibility for Professional Experience and recognises that professional development and on-going support for associate teachers and adjunct lecturers underpins the intensive professional support and educative mentoring needed by student teachers during professional practice and practicum.
Elements of Educative Mentoring

- Recognises the range of expertise, skill, and knowledge mentors require in this role;
- Links practice to a view of good teaching;
- Employs a non-deficit approach with a focus on cognitive and reflective skills, and evidence to advance learning;
- Has a developmental (but not linear) view of learning to teach;
- Engages [student teachers] in serious professional conversations;
- Provides planned learning opportunities and takes advantage of incidental learning opportunities;
- Expects the development of pedagogical expertise;
- Provides affective support.

(Langdon, Flint, Kromer, Ryde, & Karl, 2011, p. 38)
Professional Practice and Practicum

The student teachers will be learning and developing their practice throughout the programme. They will be assessed against course learning outcomes, programme aims and the Education Council’s Graduating Teacher Standards. Student teachers will be expected to take an inquiry approach to developing their skills and understandings about learning and teaching and use research and evidence to inform and progress their professional knowledge and practice (as expected of Master’s level academic study).

Professional Practice

In-school professional practice in the Master of Teaching (Primary) comprises two days a week in two semesters of the programme. The purpose of professional practice experience is to facilitate the application of on-campus and in-school learning concurrently in practice settings. The aim is to provide ongoing and systematic opportunities for candidates to learn about, and from, practice in practice (Darling-Hammond, 2010). Professional practice occurs:

- Semester One (July-November)
- Semester Two (March-June)

Campus-based and school-based experience is interwoven in the courses to enable student teachers to apply, reflect on, and refine their developing knowledge and practice in authentic settings. This approach also ensures that student teachers receive ongoing feedback and feedforward (Refer, Master of Teaching (Primary) Semester Overview for Schools for relative semester).

Practicum (note: A course brief (outline) is provided for each practicum)

**Semester One (July-November)**
- EDPROF 737: a three-week practicum at the end of the semester involving (as a minimum) planning, teaching and evaluating a series of lessons in at least two curriculum areas and taking responsibility for fully managing the daily class programme for three consecutive days.

**Semester Two ((January) March-June)**
- EDPROF 758: a nine week practicum comprising:
  - a three-week block at the start of the primary school year (Part A) - experience and participation in the establishment of class/school learning environments;
  - a six week block in the final part of Semester Two (Part B), involving full class responsibility for a minimum of three consecutive weeks, as per Education Council requirements.

Practicum learning outcomes are based upon four recurring themes:

- Applying knowledge, skills and understandings gained from the other courses in the Master of Teaching (Primary)
- Establishing and demonstrating professional, ethical relationships with children, colleagues and whānau
- Collecting, analysing and critically engaging with information from the school/class to inform, evaluate and enhance the effectiveness of own professional practice
- Implementing, reviewing and revising own personal professional development goals
Each practicum course has a specific purpose:

**Practicum 1 (EDPROF 737, 3 weeks)** - provides opportunity for student teachers to critically inquire into his or her own developing practice, to teach and receive peer and associate teacher feedback/feedforward, and to contextualise and integrate course learning.

By the end of this practicum a student teacher will be expected to be able to discuss and demonstrate:

- effective learning related to his or her role as a teacher and **junior colleague** in the current context;
- effective professional, ethical relationships with children, colleagues and whānau;
- ways a teacher notices, recognises and responds in order to optimise learning;
- pedagogical practice aligned with enhancing learning for priority learners;
- self-regulation.

Student teachers will use inquiry cycles to improve practice through:

- Developing a personal *professional development goal aligned with own learning needs*
- Documenting and using questions arising from observations and own practice as a focus for discussion, reflection, and planning
- Engaging in discussion with colleagues related to own professional development
- Critically reflecting on own practice
- Using feedback/feedforward to initiate change in own practice
- Revising personal professional development goal/s
- Articulating personal theories, beliefs and thinking that guide practice

- planning, implementing and evaluating a series of linked learning experiences, recognising and using facets of practice for equity
- demonstrating effective teaching and assessment strategies
- demonstrating behaviour management strategies which create an effective learning environment for all learners
- demonstrating use of te reo me ngā tikanga Māori in classroom interactions and specific curriculum areas

- Demonstrating attributes and dispositions in keeping with the Education Council’s Graduating Teacher Standards - including the Education Council’s Code of Professional Responsibility

* Refer, Self-regulated Learning: Personal Goal Setting for Professional Development, p. 17 of this handbook

At the end of Practicum 1 each student teacher will complete a **Student Teacher Self-Assessment**. This will be supported by associate teacher, adjunct lecturer and university liaison lecturer **Milestone** evaluation. These documents will inform professional development planning for Practicum 2 (EDPROF 758).

In the interests of student teachers’ professional growth these documents may be provided to subsequent university liaison lecturer/s for use in the support of future development. Where there is concern about an individual student teacher’s readiness to undertake EDPROF 758 course Learning Outcomes a Supplementary Professional Plan will be put in place by the Practicum Coordinator and student teacher in consultation with member/s of the related practicum team/s.
**Practicum 2 (EDPROF 758 Part A, 3 weeks)** - provides opportunity for student teachers to develop more understanding about the roles and responsibilities of a teacher within the class, syndicate, school and community, and to gain first-hand experience of what happens at the start of a school year.

This practicum lays the foundation for the subsequent 6-week Part B. While Practicum 2 (EDPROF 758 Part A) has no formal summative assessment, reference will be made to the Student teacher Self-Assessment and Milestone evaluation from Practicum 1.

**EDPROF 758 Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>GTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Collect, analyse and critically engage with information about learners to inform, evaluate and enhance their teaching practice.</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>2 Demonstrate effective practices that are responsive to children’s learning</td>
<td>3, 6, 7</td>
</tr>
<tr>
<td>3 Use inquiry cycles to improve practice during a sustained period of teaching.</td>
<td>4</td>
</tr>
<tr>
<td>4 Demonstrate, through an e-portfolio, how their professional learning and practice meet the aims of the programme and the New Zealand Teachers Council's Graduating Teacher Standards.</td>
<td>5, 7</td>
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*as related to these Education Council’s Graduating Teacher Standards

During EDPROF 738 Part A student teachers are expected to work in collaboration with the adjunct lecturer, associate teacher and university liaison lecturer to utilize every possible opportunity to:

- Identify areas of uncertainty and plan to address them (through review and revision of personal professional development goals)
- Understand the educational context for this class/school
- Become a junior colleague in the class/school

At the end of EDPROF 758 Part A Student teachers will have used their own and other's observations, discussion and their reflections to assess their progress with regard to Learning Outcomes 1 and 2. This will be supported by associate teacher, adjunct lecturer and university liaison lecturer Milestone evaluation. These documents will inform professional development planning for Part B of EDPROF 758. Areas for development will be reviewed and discussed, and a personal professional development plan, aligned with identified learning needs, will be developed. Where there is concern about an individual student teacher’s readiness to undertake the 6-week Part B component of EDPROF 758 a Supplementary Professional Plan will be put in place by the Practicum Co-ordinator and student teacher in consultation with member/s of the related practicum team/s.

Note: Student teachers will revise and review personal professional development planning related to Learning Outcome 3 and 4 during the EDPROF 757 course and Programme requirements between EDPROF 758 Part A and B. On-going, explicit, formative discussions with the associate teacher are essential to a student teacher's ability to review and revise his or her professional learning in relation to the EDPROF 758 Learning Outcomes.
Practicum 3 (EDPROF 758 Part B, 6 weeks) - provides opportunity for student teachers to create and sustain purposeful learning that enables achievement for all learners, in particular those from priority learner groups.

Student teachers will demonstrate adaptive expertise through their application of the knowledge, skills and dispositions required for the development of culturally responsive, ethical and learning focused relationships with children. During this practicum, student teachers synthesise their learning from the Master of Teaching (Primary) as they prepare for their beginning years as a teacher. It is during Part B that a student teacher’s achievement of the practicum learning outcomes, programme outcomes and ability to demonstrate the Education Council’s Graduating Teachers Standards (GTS) is formally assessed.
Professional Practice and Practicum:
Requirements, Expectations and Procedures for Student teachers

Refer also, Master of Teaching (Primary) Programme Handbook, 2017-18

Attendance
Full attendance is expected during professional practice/practicum. Non-attendance will put a student teacher’s ability to meet learning outcomes at risk.

If you cannot attend school you are expected to do what you will have to do once employed as a teacher: notify your associate teacher and adjunct lecturer of your absence. Course lecturer/s should also be notified if your absence will affect your ability to meet course expectations. All absences should be discussed with your school colleagues as a matter of professionalism and courtesy. Your university liaison lecturer should also be kept informed.

Part-day absences are approved by your adjunct lecturer during professional practice/practicum.

Unanticipated leave during professional practice/practicum (e.g., sick leave, tangihanga/bereavement leave) is arranged through the school and a leave form completed subsequently.

Documentation is generally required to support applications for leave (medical certificate, bereavement notice, travel arrangements, etc). A medical certificate is required for absences of more than 5 days. Medical certificates are sent to Judy Robinson, Practicum Manager (office: H211x, email: judy.robinson@auckland.ac.nz).

Important note: It is the University of Auckland’s responsibility to confirm that graduates meet ‘satisfactory teacher’ criteria for registration and provisional certification by the Education Council. The university must have confidence that graduates are reliable (e.g., can “take on responsibilities with due regard for time and place”) and professional (e.g., is unlikely to be “absent from duty without valid excuse”).

Adjunct/university liaison lecturers will inform the Director of Primary Programmes once a student teacher has missed three days of professional practice or practicum in any semester. A review of a student teacher’s progress may result from concerns in these areas.

Leave Forms
Leave Forms are available on Master of Teaching Primary Programme HOME in Canvas. These forms are handed/emailed to Judy Robinson, Practicum Manager: (office: H211x, email: judy.robinson@auckland.ac.nz).

Student teachers complete a Leave Form for all full-day absence from professional practice/practicum. This is a courtesy to your school and faculty colleagues, is preparation for requirements once you gain employment as a teacher, and ensures that we understand why you may be absent from school.
Balancing Responsibilities during Professional Practice/Practicum

While on professional practice/practicum student teachers are expected to take part in all aspects of teachers’ work (including professional development opportunities) and to accept the professional obligations that are part of this role.

Professional practice/practicum provides a critical opportunity for a student teacher to join a school staff as a junior colleague; to experience and demonstrate what it is to ‘be’ a teacher. Professional attention to opportunities and requirements is expected during professional practice/practicum. Concession is not given, and leave is not granted, to attend work-related commitments; student teachers would find it difficult to work part-time and keep up with the on-campus and in-school requirements and demands.

It is not permissible to take babies or young children on professional practice/practicum. Student teachers must make their own private arrangements for the care of their babies and young children during professional practice/practicum.

**Note:** Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class at any time. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth.

It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the *in loco parentis* role and carries the responsibility for what occurs in that room.

Co- and Extra-Curricular Activity

Student teachers are encouraged to involve themselves in these activities, although pressures of part-time work to meet study and living expenses may restrict this involvement. Involvement in such activities must be under the guidance and support of an associate teacher. The student teacher cannot assume responsibility for the activity without supervision.

**Camps and Field Trips**

While placed in a school, a student teacher may be offered the experience of participating in a school field trip or outdoor education programme. Such participation is, of course, understood to be voluntary if it involves time outside school hours and/or living away from the student teacher’s home.

Student teachers are encouraged to undertake such experiences provided that:

- permission has been granted by the Director of Primary Programme;
- it forms an integral part of the curriculum of a class with which the student teacher has been associated;
• the student teacher gains at least as much practice teaching during the special programme as would have been gained had he/she been attached to other classes remaining at the school;
• this experience is observed, commented on and reported by associate teachers in the usual way;
• the student teacher does not assume the responsibilities of a member of the school staff or of a school supporting "adult" in terms of required student-to-adult ratio;
• costs of travel and accommodation involved are not charged to the Faculty of Education and Social Work or the student teacher;
• legal and safety requirements are met for the proposed activity.

**Concerns during Professional Practice/Practicum** (Refer, p. 18 of this handbook)

If a situation of concern arises within the school you must remain at the school until the situation has been dealt with. Student teachers should not leave the school without confirmation (from the programme leader or adjunct lecturer, university liaison lecturer, school principal) that this is the appropriate course of action. Leaving the school without confirmation under any circumstances may amount to voluntarily terminating the practicum and may result in a failure for the course.

As a student teacher, you are placed in the school on the basis of an invitation from the school for you to be there. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be ground for a failure in the practicum course.

**Confidentiality during Professional Practice/Practicum**

Student teachers should familiarise themselves with, and adhere to, school policies that relate to confidentiality and the Privacy Act, 1993. In particular the following should be noted:

- Student teachers wishing to photograph, audiotape, or videotape children or their work must ensure that the associate teacher is consulted in the first instance and that school policy is strictly adhered to. Student teachers must ensure that all visual images, samples and information gained at school sites and used in course and/or Programme work do not identify individual people/schools.
- Information gained about children, their family/whānau, staff, other student teachers while on practicum must be kept confidential in accordance with Principles 10 and 11 of the Privacy Act 1993.

*Please note* that this does not preclude disclosing information through the appropriate channel regarding any concerns about the life or health of children (Principle 10d, (i) and (ii)) or; using the information in a form in which the individual concerned is not identified (Principle 10f, (i)).

Student teachers should note the Education Council definition of good character and fitness to be a teacher, which includes promoting and nurturing the safety of learners within a teacher’s care as well as being reliable and trustworthy in carrying out duties, and the Code of Professional Responsibility.

Refer, [https://educationcouncil.org.nz/content/our-code-our-standards](https://educationcouncil.org.nz/content/our-code-our-standards)
Managing a Disability
If you have a disability we strongly recommend that you make a time to see Rebekah Williams (Outreach Co-ordinator for Students & Staff with Disabilities) to discuss:

- how to manage the disability during professional practice/practicum
- strategies that can be put in place in order to prevent any potential problems

Rebekah’s contact details are: office, N329; extn, 48459; email, r.williams@auckland.ac.nz

Maintaining Documentation
Your professional practice/practicum documentation has three purposes:

1. a reference point for teaching and planning
2. providing evidence of meeting the professional practice/practicum requirements
3. keeping personal records that provide a foundation for on-going reflection, future learning and evaluation of personal, professional growth

- Reference point for teaching and planning
Teachers set their documentation up in different ways based on their own/their school’s expectations. Course lecturers will provide expectations related to tasks and assignments. During professional practice/practicum student teachers will take the lead for documentation from their lecturers'/associate teacher’s/adjunct lecturer’s/school’s expectations. This should be discussed early in the professional practice/practicum.

Consideration must be given to the way/s that professional practice/practicum documentation:

- is utilised by you during your daily activities as a teacher;
- requires effective use of information technology;
- is an activity that frequently involves collaboration; and
- must be consistently available to your associate teacher, adjunct lecturer, and lecturers.

- Evidence of meeting practicum requirements (refer e-Portfolio, p. 23 of this handbook)
Evidence of meeting requirements generated during professional practice/practicum must be stored in your e-Portfolio. This evidence will include:

- personal professional goals;
- action plan/s;
- documentation of observations, planning, teaching, assessment, evaluations and reflections;
- records, examples of self-determined professional activity.

Note: Feedback and feedforward in both oral and written form from associate teachers is pivotal to supporting student teachers in developing and reflecting on their developing professional practice. Student teachers and associate teachers will discuss written feedback during planned meeting times.

- Personal records for professional growth
(Refer, Guidelines for: Reflective Practice, pp. 28-29 of this handbook)
Effective evaluation and reflection are integral to effective teaching and learning. Student teachers will make evaluation and reflection part of their practice.
**PRACTICUM DOCUMENTATION**

It is important to remember that practicum documentation is **not** an assignment. Quality, rather than quantity, should be a key feature of all practicum documentation. While notes may be taken during classroom hours, the final documentation should be completed outside this time. During the final six weeks of EDPROF 738 student teachers will be expected to maintain **full working documentation** as is expected of a novice teacher.

**Professional Conduct**

Professional behaviour/responsibility/communication is expected at all times during professional practice/practicum. Student teachers are expected to:

- become familiar with any policies and procedures the school may require for student teachers while on practicum;
- attend school for approximately eight hours each day as appropriate to meet the expectations of the professional practice/practicum. The starting and finishing times are to be negotiated with the adjunct lecturer/associate teacher (usually between 8.00am - 4.00pm), although commitment to staff and team meetings and to fulfil the full-class-responsibility component of the practicum, may extend this;
- ensure their own availability for time to seek guidance and discuss their learning and development;
- give the associate teacher positive support at all times;
- avoid extremes of fashion and be conservative in appearance. Student teachers should seek information about school expectations for professional dress and practices;
- avoid situations where they may be left alone with a child;
- avoid any situation where they would be in bodily contact with a child;
- refrain from borrowing or taking teachers’ property or records from the school without permission;
- contribute to tea money and related expenses as required;
- become familiar with protocols related to phone, mobile phones, fax, photocopier, computers, library, staffroom and any other relevant school facilities;
- demonstrate awareness of professional and ethical boundaries.

**Reflective Practice** (Refer, Guidelines for: Reflective Practice, pp. 28-29 of this handbook)

Reflection is a personal and professional activity. Reflection during professional practice/practicum encourages student teachers to review and consolidate learning, to evaluate performance, and establish a foundation for on-going reflection, future learning and evaluation of personal, professional growth.

Reflecting with colleagues and peers: Student teachers will make opportunities to work with others to elaborate on their own reflection/s, pose questions and discuss them, clarify issues, expand on their earlier opinions and discuss how they might view or do things differently (refer individual practicum briefs).
Student teachers’ reflective practice is enhanced by interactions with others:

- questioning
- encouraging
- making connections
- exploring perspectives
- contributing to ongoing dialogue

**School Policies**

Student teachers should become familiar with school policies, particularly those about:

- being alone with pupils
- sexual harassment
- physical contact with pupils
- giving comfort and first aid to pupils
- school discipline
- children’s safety
- publication of children’s images and work
- use of ICT – student teacher and children

**Self-regulated Learning: Personal Goal Setting for Professional Development**

(Refer, Professional Development Planning, p. 9 of this handbook)

Student teachers are required to formulate, implement, review and revise personal goals to enhance their teaching and professional development throughout the programme, and formally during practicum. The adjunct lecturer in the student teachers’ first placement school will work with the associated university liaison lecturer to guide the establishment of student teacher’s initial personal goal setting practices.

**Student teacher Research in Schools during Professional Practice/Practicum**

It is faculty policy that all research carried out in schools should be approved by the school principal. If principals have any concerns at all, they should contact the Faculty of Education lecturer named on the assignment or Vivienne Mackisack, Director of Primary Programmes. We respect a school’s right to determine what constitutes appropriate research in the school.

**Vulnerable Children Act 2014**

If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. Please refer to the legislation here for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children’s workers under the Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.
Withdrawal from/Discontinuing Practicum

Where exceptional circumstances exist that require a student teacher to withdraw from a practicum, the student teacher must contact the programme leader and seek advice from appropriate Education Student Centre personnel with regard to the formal process to be followed.

While it is important to advise the associate teacher, adjunct lecturer, university liaison lecturer and/or programme leader of a decision to withdraw, this does not constitute an official withdrawal from the course. A student teacher must action a withdrawal from a course through the Faculty of Education Student Services Online website http://www.studentservices.auckland.ac.nz/uoa/ (Refer also, University of Auckland Calendar – Enrolment and Programme Regulations: http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html)

A decision to discontinue a practicum will result in a DNC (Did Not Complete) grade and usually requires the entire practicum to be repeated.
Procedures for Resolving Concerns during Professional Practice/Practicum

When the student teacher has a concern regarding his/her associate teacher
1.i The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.
1.ii If the concern is unresolved, the student teacher seeks advice and guidance from the adjunct lecturer and/or the university liaison lecturer who will mediate, facilitating discussion between the student teacher and associate teacher. Ideally, a way forward will be found.
1.iii If the concern remains unresolved, the university liaison lecturer will contact the practicum coordinator for help facilitating a resolution and to discuss recommendations. The principal of the school will also be consulted.
1.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the student teacher
2.i The associate teacher expresses concern to the student teacher. Resolution may be achieved through professional discussion.
2.ii If the concern is unresolved, the associate teacher seeks help from the adjunct lecturer and/or the university liaison lecturer who will mediate, facilitating discussion between the associate teacher and student teacher. Ideally, a way forward will be found.
2.iii If the concern remains unresolved, the university liaison lecturer will contact the practicum coordinator for help facilitating a resolution and to discuss recommendations. The principal of the school will also be consulted.
2.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the university liaison lecturer
3.i The associate teacher expresses concern to the university liaison lecturer. Resolution may be achieved through professional discussion.
3.ii If the concern is unresolved, the associate teacher will contact the adjunct lecturer for help facilitating a resolution between the associate teacher and the university liaison lecturer. The principal from the school and the practicum coordinator may also be consulted.

When the university liaison lecturer has a concern regarding the associate teacher
4.i The university liaison lecturer expresses concern to the associate teacher. Resolution may be achieved through professional discussion.
4.ii If the concern is unresolved, the university liaison lecturer will contact the adjunct lecturer and/or school principal for help facilitating a resolution between the university liaison lecturer and the associate teacher. The practicum coordinator may also be consulted.

When the student teacher has a concern regarding the adjunct lecturer
5.i The student teacher expresses concern to the adjunct lecturer. Resolution may be achieved by professional discussion.
5.ii If the concern is unresolved, the student teacher may address concerns to the university liaison lecturer or school principal who will help facilitate a resolution. The practicum coordinator may also be consulted.

When the student teacher has a concern regarding the university liaison lecturer
6.i The student teacher expresses concern to the university liaison lecturer. Resolution may be achieved by professional discussion.
6.ii If the concern is unresolved, the student teacher may address concerns to the practicum coordinator who will help facilitate a resolution.
Assessment of Progress – Assessment of Practicum

It is an Education Council requirement that the practicum has specific learning outcomes that are supervised and assessed by the university liaison lecturer, recognising the advice and feedback provided by the associate teacher. Associate teacher contribution to evidence-based assessment in relation to course learning outcomes and the Education Council’s GTS is integral to the overall assessment of student teachers in the practicum.

Master of Teaching (Primary) student teachers commonly benefit from input from the adjunct lecturer and the school principal during practicum. Together, the associate teacher, adjunct lecturer, principal and university liaison lecturer form a student teacher’s practicum team. The learning outcomes for practicum are outlined in each of the course briefs.

Final assessment of practicum occurs at the end of EDPROF 758 Part B in the final semester of the programme. However, on-going formative and summative assessment undertaken throughout the programme informs the final judgement at the end of EDPROF 758. During each practicum the practicum team makes collaborative judgments regarding student teacher attainment in relation to course, programme and Education Council expectations and requirements.

Formative assessment (practicum 1, practicum 2, and during practicum 3)
In the practicum context, formative assessment (assessment for learning) involves seeking and interpreting evidence for use by student teachers and their associate teachers to decide where the student teachers are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002). This process guides decisions about each student teacher’s ‘next steps’ and provides feedback so that student teachers can improve their practice.

Regular written and verbal feedback:
- is vital for a student teacher’s learning and professional growth;
- assists student teachers to provide evidence that the learning outcomes have been met.

Discussion of learning and progress:
- will enable student teachers to identify and plan implementation of ‘next steps’;
- encourages student teachers to self-evaluate and reflect upon their learning and teaching.

Summative assessment (at the end of practicum 3, EDPROF 758)
Summative assessment of a student teacher’s learning and performance in the practicum will be based upon professional judgement regarding his or her achievement of the EDPROF 758 learning outcomes. Achievement of EDPROF 758 will be based on the completion of assigned professional requirements, meeting the Learning Outcomes and demonstration of the professional qualities as outlined by the aims of the programme and the Education Council’s Graduating Teacher Standards. To gain a pass for EDPROF 758, a student teacher must achieve all of the learning outcomes.
The Professional Conversation
Towards the end of the practicum, the student teacher’s performance is jointly reviewed by the practicum team and the student teacher during a formally scheduled summative assessment meeting: the Professional Conversation. While the Education Council requires that the final assessment is made by the university liaison lecturer, the contribution of all parties to this summative assessment meeting is particularly important.

At the Professional Conversation the student teacher and each member of the practicum team provide his/her informed and evidenced professional judgement of the student teacher’s work in relation to the learning outcomes.

The student teacher
Prior to the Professional Conversation, the student teacher completes a pre-assessment of his/her own performance, as demonstrated at that time, using the Student teacher’s Self-Assessment Form (provided). Student teachers are expected to participate fully in the Professional Conversation.

During the Professional Conversation the student teacher:
- provides and justifies evidence that s/he meets the four learning outcomes of EDPROF 758 (giving reference to *artefacts from this practicum) using:
  - the student teacher self-assessment report form
  - documentation from a range of sources: observations, planning, teaching, assessment, evaluations, and reflections
  - samples of children’s work
  - examples of self-determined professional activity

* Refer e-Portfolio, pp. 23-24 of this handbook

The associate teacher
- provides documented, justified assessment of the student teacher’s achievement against the practicum learning outcomes
- encourages and supports the student teacher’s preparation
- encourages and supports the student teacher to take a lead in their professional conversation

The adjunct and liaison lecturers
- arrange availability at a negotiated time
- ensures that a suitable time and venue for the conversation is arranged
- encourages and supports the student teacher and associate teacher to participate in their roles
- provide documented, justified assessment of the student teacher’s achievement against the practicum learning outcomes

For all practicum courses the ultimate responsibility for a student teacher’s assessment rests with the Faculty of Education and Social Work.
**Practicum Grades**

Rankings are not given for practicum. On completion of a practicum, results are given as:

<table>
<thead>
<tr>
<th>Pass</th>
<th>Not Available (NA)*</th>
<th>Did Not Complete (DNC)</th>
<th>Withdraw (W)</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>This grade will be granted when the assessment process indicates that all of the Learning Outcomes have been achieved. In order to gain a pass, all criteria for each Learning Outcome need to be met.</td>
<td>This grade may be granted when a very small number of criteria for one or two outcomes are not achieved within the scheduled practicum time, and the assessment process has indicated that the student teacher is capable of meeting those criteria during extra practicum days. The EDPROF 758 Practicum Co-ordinator approves extended time. A maximum extension of 15 extra practicum days can be approved under these circumstances.</td>
<td>These grades are given when the student teacher fails to complete the required practicum placement time. The type of grade given in each circumstance is specified by University of Auckland Calendar regulations. A full re-sit of the practicum course is required. The EDPROF 758 Practicum Co-ordinator will confirm this grade.</td>
<td>This grade will be given when the assessment process indicates that a full re-sit of the practicum course is required. The EDPROF 758 Practicum Co-ordinator will confirm this grade.</td>
<td></td>
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</tbody>
</table>

*Note: At the discretion of the EDPROF 758 Practicum Co-ordinator, a student teacher who has narrowly failed to meet a small number of performance criteria for a practicum course may be invited, at no extra cost to the student teacher, to complete additional placement of no more than three weeks duration to demonstrate achievement of these criteria. Where satisfactory achievement is not demonstrated, no extension of this additional placement will be granted and the student teacher will have to apply for permission to re-enrol in the course.

**Formal Practicum Report: EDPROF 758**

Student teachers will be provided with a report at the conclusion of the final practicum. While associate teacher, adjunct lecturers and university liaison lecturers will discuss the report with the student teacher, this is not to seek approval for what is written. Student teachers should not enter into negotiations with a school or associate teacher about the content of a report. Any concerns regarding the practicum report should be discussed with the EDPROF 758 Practicum Course Co-ordinator.

It is the student teacher’s responsibility to ensure that all necessary practicum documentation is completed and delivered to the Practicum Office.

**Please Note:**

Your on-campus classes are structured to prepare you for your practicum experiences out in schools. These classes are an important and integral part of preparing you for the practicums and your future teaching profession. In our experience, student teachers who miss lectures and/or workshops are often inadequately prepared for their practicums. We reserve the right to not allow you a place in practicum where we determine that you are not sufficiently prepared. This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to contact their practicum course lecturer directly as soon as possible.
The development of an e-Portfolio is an important part of the Master of Teaching (Primary) programme. **Student teachers begin their e-Portfolio in September** and continue to develop it throughout the programme to provide evidence of engagement with research, evidence-based teaching, professional development and reflective practice.

Developing an e-Portfolio is an opportunity for student teachers to engage deeply with their journey as they prepare to be teachers who can contribute to an accelerated lift in the achievement of priority learners. E-Portfolio requirements are communicated via Programme meetings and take account of the programme aims as well as the Education Council’s Graduating Teacher Standards and Tataiko competencies.

E-Portfolio content and focal learning is shared at the conclusion of the programme as a compulsory component of EDPROF 758 *Inquiring into Practice*.

**The e-Portfolio will contain:**

*Ko Wai Au*
Each student teacher will begin their e-Portfolio by developing their Ko wai au: an introduction which describes who you are, where you have come from, what you have experienced and accomplished in the past as well as what is important to you, what interests you.

The purpose is twofold.
First, it serves to personalise your e-portfolio and capture the person you are because who you are plays a part in determining the teacher you will become. This aspect also acknowledges the family, friends and significant others who have a played an important role in your learning and development in the past and present.

Secondly, the construction of Ko wai au provides an opportunity for student teachers to familiarise themselves and/or continue to work with technical aspects of developing an e-Portfolio.

*Reflective Practice*
Reflective practice should be viewed as an attitude of mind, a way of understanding oneself as a developing professional, and a commitment to continuous improvement and deepening knowledge.

In order to maximise student teachers’ opportunities for professional learning, reflective practice is expected throughout professional practice/practicum.

Through regular discussion and examination of the student teacher’s practice, associate teachers support the process of reflection. It is also helpful when associate teachers articulate their beliefs about teaching and learning and the reasons for the decisions they make, particularly during post-observation analysis with student teachers.
**Professional Development Planning**

Within any group of teachers, there are diverse professional learning needs. What needs to be learned depends on both the prior learning, skills, and dispositions of individuals and groups, and the demands of their current teaching context, because different practice contexts require different skills.


Student teachers will be guided and supported through the Programme meetings and by adjunct lecturers/associate teachers to understand the process of professional development planning, and to develop their own plan using the placement school model/s as a guide.

**Synthesising Evidence of Practice**

During the Master of Teaching (Primary) programme student teachers will identify and record current evidence from across their programme as it relates to the 7 standards of the Education Council’s Graduating Teacher Standards (GTS) (Refer, e.g: p. 34 of this handbook). You do not need separate artefact/s for every specific standard. In order to ensure breadth and depth to the e-Portfolio it will, however, be important to include a range of examples of significant and thoughtfully justified evidence. **This process is about synthesising your evidence.**

The development of this e-Portfolio is not static. Creating an e-Portfolio is an ongoing process and it takes time. The e-Portfolio showcases a collection of the best examples of your work, skills and achievements at any given time during your initial teacher education. As your development as a teacher and your confidence in utilizing the electronic portfolio environment increases your e-Portfolio will evolve. Additionally, it is intended that your development of an e-Portfolio at this stage of your learning will be of even greater significance as you move into your teaching career.
Guidelines for:  

Focused Observations

Why observe?
Structured and focused observations are undertaken to seek answers to questions such as ‘what is happening here?’ and ‘why is this happening?’ The reasons for particular practices are not always self-explanatory and need to be ‘unpacked’ and discussed to provide in-depth understandings. Observation on practicum seeks to find out what, when, how and why things happen as they do; this can then be used to inform and critique your own practice.

The collection of information to provide answers to questions posed requires that you make detailed notes in bullet points during observations. Analysis of the data/information collected needs to be undertaken to help make sense of what has been observed. The following are guidelines for effective observation.

Observations need to:

- Establish a specific focus: a focus question is required for this.
- Include contextual data: who, when, where, what, how. Include the time frame.
- Be descriptive and factual and specific to the focus only.
- Be non-judgemental (observations are not critiques of Associate Teacher strategies and approaches – either positive or negative).
- Be recorded on an observation template – see example.

Observations need to be discussed and implications for your own practice considered.

The following are some key areas for discussion.

- Discuss the reasons for the emphasis on organisation and management practices at the beginning of the year.
- Discuss with your Adjunct Lecturer and/or Associate Teacher any aspects that require Clarification.
- Discuss with colleagues the implications of your findings for your future practice.
- Record important ideas for future reference.

Note: Time for discussion needs to be negotiated. This time may occur for example during agreed meeting schedules or when there is a spare moment such as on the way to the staffroom.

How can observations be achieved while assisting in the classroom?
You need to ensure that you engage in systematic observation. However, it is not always necessary to sit at the back of the room and take notes. You must also take an active part in the classroom programme. This will require you to be observant while working with children and then recording key ideas when you find the time to do so.

We suggest that spaces are left in your observation notes so that you can add details at the finish of the morning or end of the day. Remember that while documentation needs to be professional, it is not required for publishing. It should be a professional working document; avoid duplication of work; there is no need to type up work at the end of the day.
Remember: Taking photos of the physical classroom environment is suggested but **permission must be sought**. Photos of children working in class must not occur unless the school, via the co-ordinator or principal, grants permission. A tablet/laptop is useful for recording observations.

**Associate teacher observation of student teachers**

Ongoing associate teacher observation of student teachers during professional practice/practicum will support student teacher opportunities for professional learning. Associate teacher verbal and written feedback to student teachers provides opportunities to identify appropriate ‘next steps’, thus guiding student teachers in refining and developing particular aspects of their practice.
Assessment for learning should be part of effective planning for teaching and learning. A teacher’s planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work (Assessment Reform Group, 2002). Evaluation utilises assessment data by requiring teachers to decide whether or not students have learned what was intended, to what extent this has occurred, and the impact of the teacher’s actions on children’s learning. These judgements should inform ongoing planning for teaching and learning (Hill, 2012).

When planning, consideration should be given to establishing a purposeful learning environment and ensuring safe practices. Student teachers must use an appropriate planning format that clearly shows the learning sought (learning intentions), preparation/organisation, lesson sequence/s incorporating teacher questions to promote learning, assessment strategies, and evaluations of the learning and the teaching. Learning intentions should show links to The New Zealand Curriculum (Ministry of Education, 2007), assessment information, and the planned learning experiences. Success criteria should be identified to assist with the monitoring/assessment process.

Opportunities for teaching should be negotiated with the associate teacher, e.g. as part of ‘next steps’ in the student teachers professional development plan. It may be preferable for student teachers to initially experience success and develop confidence with groups of children and single class lessons, leading to management of the whole class in a range of curriculum areas for specified time periods (refer specific practicum course briefs).

During professional practice/practicum, student teachers will use information and communication technologies (ICT) purposefully and as appropriate to enhance children’s learning. They should seek opportunities to increase their knowledge and use of ICT, and their awareness of the different ways ICT is incorporated into teaching and learning in the classroom, and within the school/community.

Guideline for the Development of Planning Documentation

Practicum 1 Student teachers use the planning model provided by the faculty/school to plan individual and lessons series

Practicum 2 Student teachers use their learning from practicum 1 and guidance from their associate teacher/adjunct lecturer to develop competence with school planning model/s

Practicum 3 Student teachers use the planning model required by the school

Note: A student teacher’s planning must be presented to the associate teacher in advance of teaching. Failure to do this in sufficient time for modification may mean that the student teacher cannot proceed with teaching.
Guidelines for: Reflective Practice

“Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students” (Ministry of Education, 2007). Inquiring into the impact of one’s own actions with the goal of improving one’s own professional practice involves **reflective practice**.

People generally reflect on their experiences instinctively. Being a **reflective practitioner** involves constantly thinking about and analysing teaching and learning as well as one’s own “actions, feelings, interpretations and judgments from the perspective of an external observer” (Peters, 1991). It can also include:

- reading relevant literature to help highlight important gaps in professional knowledge
- talking with expert teachers and so comparing different sorts of evidence of practice
- individual, private framing and reframing of episodes of teaching
- viewing experiences through others’ observations (Harrison, 2012).

**Evaluation, Reflection and Critical Reflection**

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<thead>
<tr>
<th>Evaluation: structured process of assessment against criteria</th>
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<tr>
<td>Reflection: the process of thinking deeply with awareness and conscious effort on an issue or event</td>
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</table>

It could be argued that the reflective teacher makes use of a range of kinds of reflection at one time or another:

- using evaluation to review the effectiveness of teaching practice, content and pedagogical content knowledge development
- examining teaching from the perspective of the learner
- self-awareness with respect to emotions, reactions to events, problems faced, processes of learning and development
- applying understanding of learners/learning to consider a particular approach to teaching and learning, concepts of leadership, working with parents
- making changes to professional practice in the light of experience
- deepening understanding of the role of a teacher, teacher image and identity in the light of experience
- basing professional decisions on feedback (e.g. from learners and/or colleagues)
- theorising from experience - constructing abstract models or analytical frames based on practical experience of teaching

Reflection can be:

- conscious consideration of an event/issue after it has occurred - sometimes called *reflection-on-action* (Schön, 1983)
- intuitive professional consideration of an event or issue while it is occurring - sometimes called *reflection-in-action* (Schön, 1983)
- exploring ideals and potential (Korthagen & Vasalos, 2009)
A Simple Framework for Critical Reflection

**Smyth’s Stages in Personal and Professional Empowerment**

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<table>
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</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>What happened/did I do?</td>
</tr>
<tr>
<td><strong>Informing</strong></td>
<td>Why did it happen/I do it this way?</td>
</tr>
<tr>
<td><strong>Confronting</strong></td>
<td>What was influencing my beliefs and practices in this situation? Why?</td>
</tr>
<tr>
<td><strong>Reconstructing</strong></td>
<td>How can I learn from this situation? What/who can help me with my learning? How would I view/do things differently in the future?</td>
</tr>
</tbody>
</table>

The terms reflection, critical reflection are often assumed to be interchangeable. Recent research describes a continuum: with reflection, defined as ‘thinking about’ something and ...

**Critical Reflection:** involving a process of confronting underlying personal beliefs and values

Further theories of reflective practice encourage additional consideration of the impact of events and issues on the wider world in which we function as teachers.
Professional Experience: Learning Hub Partner Schools and the Faculty

Learning hub partner schools and the faculty are engaged in joint work to provide all student teachers with:

a) optimum opportunities to learn to teach/learn about teaching; and
b) support in meeting the Education Council’s Graduating Teachers Standards.

This requires:

- The provision of an environment and opportunities to learn that will enable student teachers to develop professional skills, knowledge and attributes that are focused upon high standards of learning and teaching.
- A view of the student teacher as a professional colleague.
- The development of positive working relationships based on recognition of shared expertise, trust and mutual respect.
- A willingness to resolve tensions and conflict through negotiation to improve learning for student teachers, teachers and children.
- A commitment to ongoing review and evaluation.
- Participation in any associated evaluation or research project.
- A commitment to developing the associate teacher capacity of each school.

Professional Experience: People, Professional Community, Documentation

1. People

Student teacher

The University of Auckland’s pre-service teacher education programmes are designed to develop research-informed inquiry-based practitioners. We do this by providing opportunities for student teachers to develop and demonstrate those skills in authentic settings.

Student teachers in the Master of Teaching (Primary) degree are junior colleagues in the professional community.

In the past the student teacher was often referred to as a ‘trainee’. The focus on research-informed inquiry-based practitioners means that the term ‘trainee’ no longer applies.

Associate Teacher (AT)

This is the term for the classroom teacher educator with whom a student teacher works during their Professional Experience. Each associate teacher is a successful and experienced staff member, selected by the school and agreed by the faculty as an effective educative mentor, who is able to provide:

- a quality practicum environment to support student teachers’ learning and development; and
- opportunities for student teachers to learn, oral and written feedback and feed forward to enable student teacher professional learning and growth.
Adjunct Lecturer (AL)
This is the term for the Master of Teaching (Primary) lead school-based teacher educator who, with the faculty and associate teachers, works to plan and guide an effective professional practice/practicum experience for Faculty of Education and Social Work student teachers. The Adjunct Lecturer is the lead school-based educative mentor; selected by the school and agreed by the faculty. The Adjunct Lecturer’s role includes:
- acting as a professional advisor and mentor, support to, and monitor of, the student teachers placed in the school and their associate teachers;
- working with the associate teachers to ensure and enhance effective educative mentoring practice;
- providing organisational guidance during the student teachers’ attendance at the school;
- meeting regularly with the group of student teachers to critically discuss practicum matters;
- acting as a conduit between the student teachers, associate teachers and the university liaison lecturer.
This person is often, but not always, a deputy principal in the school.

University Liaison Lecturer (ULL)
This is the university teacher educator who, with other faculty staff and the school, works to plan and guide an effective professional practice/practicum experience for Faculty of Education and Social Work student teachers. The university liaison lecturer is the lead faculty-based educative mentor; who facilitates communication between the school, student teacher and the faculty; advises the school of the programme and practicum requirements and professional development provisions. The university liaison lecturer ratifies the practicum assessment.

The Principal
The principal plays a key role during Master of Teaching (Primary) Professional Experience as the leader of teacher (and hence student teacher) learning in the school.

The adjunct lecturer, university liaison lecturer and school principal work together to ensure quality placement and opportunities for student teachers’ learning in practice; that the student teachers receive educative mentoring as junior colleagues in the school community, and have the opportunities to practise and carry out their course requirements. They are also the first point of contact for general school arrangements and for addressing any issues or questions that may arise over the professional practice/practicum programme.

Practicum Co-ordinator
This is the Faculty of Education and Social Work staff member who is course director and lecturer for a practicum course. For the Master of Teaching (Primary) degree the Programme Leader is the Practicum Co-ordinator, with oversight of all Professional Experience.

Practicum Manager
This is the staff member who oversees all day to day Professional Experience administration for each of the initial teacher education courses including the Master of Teaching (Primary) degree.
**Educative Mentoring Co-ordinator (Primary)**
The Educative Mentoring Co-ordinator provides co-ordination of professional development which contributes to school professional learning related to quality educational and professional supervision and mentoring in the practicum placement.

**Primary Practicum Co-ordinator**
This is the staff member to contact with day to day queries of an administrative nature regarding professional practice/practicum: for example, placements, copies of documentation etc.

**2. Professional Community**

**Learning Hub Partner School**
This is the group of schools who work with the faculty, and together, to ensure that student teachers have the opportunities to practise and carry out their course requirements, and receive feedback to improve their practice in authentic and consistent ways across all Master of Teaching (Primary) practicum sites.

**The University of Auckland Faculty of Education and Social Work**
In general conversation this is referred to as ‘the university’ or ‘the faculty’.

In the past there was often a reference to ‘teachers’ college’ or ‘college’ and these terms no longer apply.

**3. Documentation**

**Professional Experience: Professional Practice and Practicum Handbook**
This is the booklet which outlines overall expectations and regulations in regard to Professional Experience (professional practice and the practicum course). It is updated annually.

**Semester Overview**
This is a schedule of the course, programme, professional practice, and practicum obligations for student teachers. A semester overview is provided to associated schools as a separate document for semester 1 (school terms 3 and 4) and semester 2 (schools terms 1 and 2) of the Master of Teaching (Primary) programme.

**Practicum Brief**
These are the individual course outlines for each practicum block.

**Full-class Responsibility**
*Full-class responsibility* refers to the period when the student teacher is undertaking the *activity* of being responsible for the children’s learning as recognised by the student teacher associate teacher, adjunct lecturer and university liaison lecturer.
**Milestone Reports**
These are the formative reports completed by the associate teacher, adjunct lecturer and university liaison lecturer near the end of the first and second practicum blocks in the student teacher’s programme.

**Supplementary Professional Plan**
This is an additional plan put in place by the Practicum Co-ordinator and student teacher (in consultation with member/s of the related practicum team/s) where there is concern:
- after Practicum 1, about an individual student teacher’s readiness to undertake EDPROF 758 course Learning Outcomes;
- after Practicum 2, about an individual student teacher’s readiness to undertake the 6-week Part B component of EDPROF 758;
- at the end of Practicum 3 should an NA grade be given.
In the interests of student teachers’ professional growth these documents may be provided to subsequent university liaison lecturer/s for use in the support of future development.

**Student teacher Self-Assessment**
This is an assessment which a student teacher completes at the end of the first practicum and prior to the final assessment (near the end of the final practicum block) in the student teacher’s programme.

**Assessment Report**
This is the summative final report completed by the associate teacher, adjunct lecturer and university liaison lecturer near the end of the final practicum block in the student teacher’s programme.
Graduating Teacher Standards: Aotearoa New Zealand

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners. (Refer http://www.teacherscouncil.govt.nz/te/gts/)

Professional Knowledge

Standard One: Graduating Teachers know what to teach
a. have content knowledge appropriate to the learners and learning areas of their programme.
b. have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
c. have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
d. have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn
a. have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
b. have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
c. know how to develop metacognitive strategies of diverse learners.
d. know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning
a. have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
b. have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
c. have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment
a. draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
b. use and sequence a range of learning experiences to influence and promote learner achievement.
c. demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
d. demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
e. use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
f. demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning
a. systematically and critically engage with evidence to reflect on and refine their practice.
b. gather, analyse and use assessment information to improve learning and inform planning.
c. know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities
a. recognise how differing values and beliefs may impact on learners and their learning.
b. have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
c. build effective relationships with their learners.
d. promote a learning culture which engages diverse learners effectively.
e. demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession
a. uphold the Education Council’s Code of Ethics/Ngā Tikanga Matatika.
b. have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
c. work co-operatively with those who share responsibility for the learning and wellbeing of learners.
d. are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

*Refer https://educationcouncil.org.nz/content/our-code-our-standards
Good Character and Fit to be a Teacher

Student teachers should be aware that the Education Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must:

(a) have a police vet satisfactory to the Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily).

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is fit to be a teacher should have the personal qualities to operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kohanga reo), in the community, and in the teaching profession.

In each domain, a teacher will interact with learners (students), parents/whanau/caregivers, employers, and colleagues, and should at all times maintain high standards of:

**Trustworthiness, to**
- work independently and without supervision
- meet any reasonable requirements for the protection and safety of others
- preserve confidences

**Honesty, to**
- demonstrate integrity to all contacts
- respect persons and property
- report clearly and truthfully

**Reliability, to**
- take on responsibilities with due regard for time and place
- meet the expectations of caregivers and the learning centre when supervising learners
- accept, plan and execute a variety of tasks and professional responsibilities

**Sensitivity and compassion, to**
- respect other cultural and social values
- recognise and respect others as individuals
- care for the learning of those who are disadvantaged and those with learning difficulties
- demonstrate firmness when necessary

**Respect for others, to**
- demonstrate respect for the law
- adopt accepted codes of language, dress and demeanour
- accept and carry out collegial and employer decisions
- respect the views of others

**Imagination, enthusiasm and dedication, to**
- support and inspire others in their work
- generate excitement and satisfaction in learning
- engage in co-curricular tasks which expand learning opportunities
- show respect for learning and inspire a love of learning

**Communication, to**
- communicate easily and lucidly in the English or Māori official languages of New Zealand
- exercise discretion
- give and receive constructive criticism
- seek advice when needed

**Physical and mental health, to**
- carry out duties safely and satisfactorily
- show emotional balance and maturity
- display warmth and humour

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher he or she had behaved in a way that was seriously unethical, irresponsible or unprofessional.

Student teachers should also be aware of the Education Council’s Code of Professional Responsibility (Refer [https://educationcouncil.org.nz/content/our-code-our-standards](https://educationcouncil.org.nz/content/our-code-our-standards))
### Overview of Master of Teacher (Primary) Programme

#### Semester One (July–November)

**EDPROF 737 Ako: Learning to Learn, Learning to Teach and Teaching to Learn**

| LO1 | Critique contemporary perspectives on learning, teaching and assessment |
| LO2 | Critically examine what it is to learn effectively, teach responsively and be self-regulating |
| LO3 | Identify, analyse and critique the role of powerful practices in the enhancement of priority students’ learning |
| LO4 | Through a narrative research methodology, develop a deep understanding of themselves as learners and teachers through key experiences and use this understanding to inform their practice |
| LO5 | Using inquiry cycles to improve practice during a period of sustained teaching |

**EDPROF 738 Te Ao Māori**

| LO1 | Critically examine historical and contemporary socio-political themes relevant to Māori education |
| LO2 | Utilise and incorporate Te Reo and tikanga Māori appropriately and effectively in teaching and learning practices |
| LO3 | Develop an understanding of key cultural concepts (wānanga, rangatiratanga, whanaungatanga, manaaktanga, tangata whenuatuanga and ako) as a basis for building cultural competencies |
| LO4 | Critically connect the notion of 'education success as Māori' to Māori world views, aspirations and knowledge |

**EDPROF 739 Differentiating Learning for Literacy and Mathematics**

| LO1 | Examine their own learning of, and knowledge of, literacy and mathematics and understand how this influences their teaching |
| LO2 | Critically examine teaching approaches and strategies appropriate to teaching and learning in literacy and mathematics |
| LO3 | Identify their needs as learners and teachers of literacy and mathematics and implement strategies to address these |
| LO4 | Use teaching as inquiry to improve outcomes for priority learners in literacy and mathematics |

**EDPROF 755 Promoting Learning through Inquiry: Responsiveness and Creativity**

| LO1 | Critically examine teaching approaches and strategies appropriate to teaching and learning through the arts |
| LO2 | Analyse their own learning through the arts |
| LO3 | Apply their learning through the arts and develop creative and responsive forms of pedagogies |

#### Summer School Semester Two (January–February)

**EDPROF 754 Promoting Learning through Inquiry: Understanding our World**

| LO1 | Use their understanding of science and technology pedagogy to teach about current issues in their communities |
| LO2 | Take account of the influence of different world views when teaching science and technology |
| LO3 | Justify their choice of learning theory that underpins their science and technology pedagogy |

**EDPROF 753 Working Together to Accelerate Learning**

| LO1 | Critique the formal and informal processes used when making judgments about learning and achievement |
| LO2 | Analyse systematically gathered data and complementary sources of evidence to make sound, trustworthy and collegial judgments about learning and achievement |
| LO3 | Use this information to identify implications for teaching and to accelerate learning |

#### Semester Two (March–June)

**EDPROF 740 Promoting Learning Through Inquiry: Understanding our Communities**

| LO1 | Identify and use curriculum that promotes critical understandings of relevant social and cultural contexts that influence the development of self, wellbeing and connectedness |
| LO2 | Develop teaching approaches and strategies that promote physical, social and emotional wellbeing and connectedness for each learner |

**EDPROF 741 Teaching for Social Justice and Inclusion**

| LO1 | Critically examine notions of social justice and influences on teachers and learners |
| LO2 | Develop understanding of how diverse learners' identities, languages and cultures can be utilised to scaffold and promote learning |
| LO3 | Connect notions of social justice and understandings of diverse learners to powerful practices including productive partnerships |
| LO4 | Identify inclusive, culturally intelligent and responsive teaching practices and justify their use |

**EDPROF 756 Enacting Responsive Pedagogies in Literacy and Mathematics**

| LO1 | Identify areas of strength and weakness for themselves and their learners in literacy and mathematics, and develop effective programmes to address these |
| LO2 | Select from their knowledge, understandings and skills the best ways to learn and teach literacy and mathematics in particular authentic contexts, showing flexibility and metacognitive awareness of their choices |
| LO3 | Demonstrate that they can improve outcomes for priority learners in literacy and mathematics while working in authentic settings |
### EDPROF 757 An Investigation into Practice

| LO1 | Critically examine the use of teacher research as a way of furthering professional knowledge and practice |
| LO2 | Develop and apply understandings about selected teacher research methods |
| LO3 | Carry out a small-scale, independent investigation into a problem of practice |
| LO4 | Use iterative inquiry to improve practice during sustained periods of teaching |

### EDPROF 758 Inquiring into Practice

| LO1 | Collect, analyse and critically engage with information about learners to inform, evaluate and enhance their teaching practice |
| LO2 | Demonstrate effective practices that are responsive to children’s learning |
| LO3 | Use inquiry cycles to improve practice during a sustained period of teaching |
| LO4 | Demonstrate, through an e-portfolio, how their professional learning and practice meet the aims of the programme and the Education Council’s Graduating Teacher Standards |

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**References:**


