Graduate Diploma in Teaching (Primary)
Practicum One
EDPRAC 607
Professional Practice in Context
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COURSE OVERVIEW

Code & Title  EDPRAC 607: Professional Practice in Context

Points  30

Calendar Prescription  Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in the primary and middle school contexts. Addresses what it means to establish effective professional relationships and teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.

Co-requisites  EDPROFST 608: Content from this course will inform each practicum.

Restrictions  EDPRAC 601, EDPRAC 602

Learning Outcomes

1. Articulate and justify a personal philosophy of teaching, congruent with research, theory and practice. Teaching Council New Zealand Graduating Teaching Standards (TCANZGTS: 2a; 7d).

2. Establish and demonstrate professional, ethical relationships in educational settings. (TCANZGTS: 4f; 6b, c, d, e; 7a, b, c)

3. Evaluate the effectiveness of their teaching and critically reflect on their development as teachers. (TCANZGTS: 5a; 7d)

4. Implement personal goals that enhance professional development. (TCANZGTS: 5a; 7c)

5. Collect, analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice. (TCANZGTS: 2b, a)

6. Show how their learning and practice meets TCANZGTS. (TCANZGTS: All standards)

The above outcomes are addressed at various times during designated practica. Not all of them will be a focus for each practicum. They are addressed developmentally and incrementally. Students will be expected to refine teaching during each practicum as they develop their skills, knowledge and practice over time.

Content

The content is linked to your practice contexts. You will be placed in three different schools during the year. There are a total of four practica during the year: three block practicum placements (2 weeks, 5 weeks, and 5 weeks) and a set of approximately 18 Monday and Tuesdays over Semester One. Students are expected to synthesize their curriculum knowledge from their programme courses during their teaching practice.

The broad areas covered during the year are:

- Child Study (What effects children’s learning?)
- Classroom Observations: Inquiry into what this might mean for you.
- Planning for Teaching and Children’s Learning
- Critical Reflection
- Ethical and Professional Relationships, Professionalism
- Developing a Personal Philosophy of Teaching
- Personal Goals
- Classroom and School Learning Environment
- Documenting Personal Learning and Linking this to the TCANZGTS.
SECTION ONE: Background Information

Aims and Purposes

The two-week practicum is the first of three-block practica. The aim of this practicum is to give teacher candidates the opportunity to:

1. Confirm they have made the right decision to become a teacher.
2. Begin the first step into the teacher induction process and explore the reality of the teacher’s role.
3. Demonstrate that they have the requisite communication and dispositional qualities to become a teacher (linked to TCANZ requirements, see appendices seven and eight).

Overview

This practicum requires student teachers to become familiar with the New Zealand primary setting and find out how a class is set up at the beginning of the year to support children’s learning. Students are also required to demonstrate the appropriate professionalism and communication expected of a developing teacher.

While it is important for students to complete the key requirements outlined in this handbook, it is equally vital that they participate in the classroom programme and take opportunities to work with children (planned or unplanned) and assist associate teachers in the classroom. Observations and basic requirements can be met while taking an active part in the classroom programme; it is not always necessary to sit at the back of the room and take notes. Learning should occur through observations, interactions with children, and discussions with associate and other teachers, peers and school staff. The nature of the learning should be interactive and collaborative. Reading aloud to the class on a regular basis is a key requirement to facilitate active communication and engagement with children.

While there is no set requirement to undertake planned teaching other than reading aloud and teaching a game, students have had some preparation to engage in planned teaching and encouraged to take any opportunity to do so. A number of students have experience of ‘teaching’ in schools in NZ and overseas and are keen to extend their knowledge and practice.

In summary students will need to:

- Undertake structured and focused observation to find out how a class is organised and set up at the start of the year to build a supportive foundation for children’s learning.
- Read aloud to children as frequently as possible and explore the features of quality children’s literature for this purpose.
- Teach a game to a group or whole class (e.g. word, PE or drama game).
- Assist learners on a daily basis and build positive, relationships with them.
- Demonstrate effective communication and professional dispositions.
- Explore the role of the teacher.
- Assist the associate teacher in the classroom on a daily basis.
- Reflect on practicum experience and consider the implications for future practice.
Practicum inquiry requirements focus on the following topics/themes:

- Role of the classroom teacher.
- Establishment of a safe classroom at the start of the year.
- Establishing effective communication with colleagues and children.
- Analysing and critically engaging with information gathered from the school to inform, evaluate and enhance effectiveness of own professional practice.
- Establishing and demonstrating professional and ethical relationships.
- Reflecting on own learning and practice.

**Learning Outcomes for this Practicum**

There are two learning outcomes for this practicum:

- Establish and demonstrate professional, ethical relationships in educational settings.
- Collect, analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice.

**What do I Need to Find Out? Seven Inquiry Requirements**

**INQUIRY REQUIREMENTS**

- There are six inquiry tasks. You will be required to engage in **structured observation and discussion** to seek and construct provisional concepts and information.
- Findings and questions for reflection and on-going analysis need to be documented professionally in your practicum file.

**The main purpose of structured and focused observation during this practicum is:**

- To find out how a teacher establishes a safe classroom learning environment at the beginning of the year to support children's learning and
- To develop an understanding of the processes, principles, organisation and planning involved in achieving this.
INQUIRY REQUIREMENT ONE

- How is a class established and managed at the beginning of the year to support all children’s learning? (This will be an on-going inquiry over the two weeks).

Please note: The process of establishing a safe environment to support learning can take 4-6 weeks (or longer) and requires regular maintenance. Observe how your associate teacher builds relationships with children and introduces, consolidates and maintains new systems. Focus on the following:

a) Health and Safety: physical, social, emotional and cognitive
   • What are the individual and class health and safety needs identified and addressed at the beginning of the year? How are these identified? How are they addressed?
   • Which needs are given priority in the first three weeks? Why is this so?

b) Creating an effective classroom learning environment
   • What does your associate teacher need to do to set up his/her classroom at the beginning of the year before children arrive on the first day of school? (Consider: furniture, wall resources, equipment, lesson plans, physical classroom space, and information about children). When does your associate teacher begin this process? How long does it take? What factors determines the initial set up of the classroom.
   • Sketch an aerial view drawing of the classroom plan showing the furniture, equipment and fittings. Include seating arrangements (with children’s names if applicable) and find out why children are seated the way they are. How do the particular physical arrangements assist the teacher to support children’s learning? Is the classroom arrangement temporary or not and what is the reason for this?

c) Establishing routines and organisational procedures
   • What are the most important routines and organisational procedures to be established? Why is this so? Discuss this with your associate teacher.
   • How does your associate teacher establish procedures and routines? Record in detail the establishment and consolidation of these on a daily basis. See the checklist * below and select those that are relevant to your class. Not all will apply.
   • How long does it take your associate teacher to establish these? What are the challenges?

* The following is a list of possible routines, rules, procedures and organisation that may take place in your class. Many will not be applicable to the class you are in due to the level or age group of your class. You need to observe and find out which ones are applicable.
   • Coming into the class: before school, after interval and lunch.
   • Roll call.
   • Packing up at the end of the day.
   • Packing up at the end of each lesson/learning episode/teaching session.
   • Moving out of the classroom: at interval, lunchtime and end of school day.
   • Procedures for distributing and putting away resources.
   • Grouping children for learning (e.g. for Maths, reading).
   • Moving around the classroom (when, where, why, what for, how often).
• Reward systems.
• Sitting on the mat.
• Going to the toilet.
• Homework.
• Ordering lunches/distributing lunches.
• Using the library.
• Listening to the teacher reading a story.
• Discussion sessions (whole class, groups).
• Phrases used for positive reinforcement/affirmation.
• Code of behaviour towards others in a class treaty.
• ‘Start of the day’ routines.
• Working at tables/desks/mat.
• Heading up exercise books/work on paper.
• Keeping the room tidy.
• Swimming.
• Structure of curriculum session (writing, Maths, Art).

Outside the classroom
• What is expected of children during lunchtime? Who monitors this?
• Are there rules for eating lunches?
• How do children behave/play in the playground? Observe selected children over a couple of days and record what you have noticed (e.g. social & physical skills, interests, interactions with others/the environment).

c) Building positive professional relationships with a class.
• What does your associate teacher do to build positive learning relationships with children in the class? How are these relationships maintained and developed?
• What information does your associate teacher have about the children before the school year begins?
• Discuss questions arising from your observations with your associate teacher when time permits. Record ideas/questions during your observations.

INQUIRY REQUIREMENT TWO
❖ What is the role of the teacher outside the classroom?
What activities and responsibilities is your associate teacher is expected to undertake outside the classroom? List these. How many hours does this take on a weekly basis? What have learned about the teacher’s role from this inquiry? What does this mean for your practice?

INQUIRY REQUIREMENT THREE
❖ How do I develop appropriate dispositions that engage children and build positive relationships?
During the first two days of school:
• Be prepared to introduce yourself to the class and tell them a little about yourself.
• Learn the children’s names and pronounce them correctly.
• Document: The main ways you have developed positive, professional relationships with children. Describe briefly what and why. Summarise what you have learned from this and how this will be support your practice and children’s learning.
INQUIRY REQUIREMENT FOUR
How well do I communicate with the children?
How can I evaluate my level of communicative effectiveness?

Reading Aloud to the Class
• Read aloud to the class daily whenever possible. The reading could take anywhere from 5 – 15 minutes.
• Keep a log of your reading sessions. Develop a template. List the books selected and read. Evaluate the effectiveness of each book read on a 5-point scale. Give reasons. This will be a valuable resource for your future teaching career.
• Discuss with associate and other teachers: What are the features of good literature for reading aloud to children?

Teach a simple, fun learning game to a class or group of children
• Consider the age of the children and the learning benefits of the game e.g. memorizing, categorizing nouns, physical ball skills.
• Evaluate the effectiveness of your communication after you have taught your game.
• Include reflection about your communication.

INQUIRY REQUIREMENT FIVE
Associate Teacher Classroom Communication

Observe and record: How . .
• Does your associate teacher uses verbal and non-verbal communication to support children’s learning and maintain classroom expectations?
• Does your associate teacher reinforce positive behaviour? Provide some examples and Describe the features of positive feedback communication.
• Do children respond to the teacher’s communication and classroom organisation and management processes and how does this affect their learning.

INQUIRY REQUIREMENT SIX
Principal’s Discussion

• Arrange to have a group interview with the Principal or Principal’s designate (the practicum liaison representative to arrange this).
• Organise a meeting with fellow students to develop a group list of pertinent questions that seek further understanding of practicum requirements from a school perspective rather than a classroom focus. Give the list to the Principal at least a day before the meeting.

INQUIRY REQUIREMENT SEVEN
Smyth Reflection
• Write one Smyth about an incident, idea, or question that you have encountered that you need to explore and reflect on in depth to gain a greater insight and help you consider issues for your own future practice.

The specific inquiry requirements outlined above should be completed in the order that best suits the needs and circumstances of all concerned: class, school, associate and student teacher.
Guidelines for Classroom Observation

Why observe?
Structured and focused observations are undertaken to seek answers to questions that inquire into the search for ‘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 is then able to 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:
- Include basic context data: who, when, where, what, how.
- Include the time frame.
- Be descriptive and factual.
- Be non-judgemental (observations are not critiques of associate teacher strategies and approaches – either positive or negative).
- Establish a specific focus: a focus question is required for this.
- Be recorded on an observation template- appendix 3 (you may design your own).

Observations documented 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 associate teacher any aspects that require clarification (when there is a spare moment such as on the way to the staffroom).
- Discuss with colleagues the implications of your findings for your future practice. Record important ideas for future reference.

How can observations be achieved while assisting in the classroom?
You will need to spend the first day engaged in quite a bit of observation. However, following this, observations and basic requirements can be met while taking an active part in the classroom programme; it is not always necessary to sit at the back of the room and take notes. This will require you to be observant while working with children and then recording key ideas when you find the time to do so.

It is suggested 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.

An i-pad/laptop is useful for recording observations. Taking photos of the physical classroom environment is suggested but permission must be sought. E-photos and your other work can later be loaded onto your e-portfolio. Photos of children working in class must not to occur unless the school, via the co-ordinator or principal, grants permission.
SECTION THREE: Organisation, Expectations, Assessment

Expectations of Student Teachers

Practicum Hours at School
Student Teachers are expected to be at their school for a minimum of seven and a half hours per day, from 8.30 am – 4.00 pm. Alterations to these times need to be negotiated with Associate Teachers and School Co-ordinators. Some schools start at 8.15 am.

Familiarity with School Policies and Protocols
Students must familiarize themselves with school policy and ensure their behaviour is consistent with all policies in relation to:

- Being alone with pupils.
- Sexual/other harassment.
- Physical contact with pupils.
- Giving comfort and first aid to pupils.
- School discipline systems/processes.
- General professional practice/conduct.
- Social media
- Taking photo and video images in the school environment.

Procedures regarding use of: phone, fax, photocopier, computers, library, staffroom and any other relevant school facilities need to be checked at the start of the practicum. Students need to ask their school co-ordinator about key protocols and procedures for practicum one.

Communication with Appropriate Personnel
Students need to be proactive and seek advice from appropriate personnel if they consider they need guidance regarding progress or other professional matters during practicum. The school co-ordinator is the first avenue of communication, the designated professional supervisor the second.

Practicum Liaison Representative
One Graduate Diploma student in each school will be designated as the practicum liaison representative. S/he will liaise between the graduate group and school Practicum Co-ordinator.

Maintaining Documentation: The Practicum File
Each student teacher must establish and maintain a practicum file with detailed documentation for each practicum. Documentation has three purposes: 1) a reference point for teaching and planning; 2) providing evidence of meeting the practicum requirements; 3) keeping personal records of teaching that provide a foundation for reflection, future learning, and evaluation of personal, professional growth. As developing professionals student teachers are responsible for documenting evidence that clearly demonstrates that they have met the criteria for the Practicum Learning Outcomes.

Key Points
- The file is a professional public document. Associate teachers, professional supervisors, the school Principal/DP and school co-ordinator have access to this file during the practicum.
at all times. The file should be made available to each associate teacher so that s/he can monitor progress and provide feedback where necessary.

- The file should be divided into content sections and contain a contents page and labelled dividers.

This file will contain **dated** documentation of:

- Reflections.
- Observations.
- General Faculty of Education and course information.
- Planning for teaching and learning of individuals, small groups or whole class.
- Written feedback from Associate Teachers.
- Records detailing: interactions with children, significant learning, discussions with Associate Teachers, changes in your understandings and thinking.
- Records of school policies, planning and organisation.
- Information about classroom planning/organisation/management and procedures.

- The file needs to be **organised, manageable, user friendly, and kept up to date.** Quality rather than quantity should guide documentation. Key findings should be recorded as bullet points rather than lengthy prose. How the file is organised is left to each individual.

### Expectations of Schools and Associate Teachers

Associate teachers need to be aware that at this stage of the year, student teachers have not attended any curriculum courses and have only been briefly introduced to lesson planning.

**Access and Explanation of Documentation**

Students benefit immensely from explanations and ‘unpacking’ of plans and assessment documentation used by the associate teacher in order to understand their relevance to children’s learning.

**Formative Assessment**

Feedback and feed forward in both oral and written from Associate Teachers is pivotal to supporting Student Teachers in the initial stage of their practice. **Three pieces of brief written feedback** (bullet points are sufficient) are requested during the two-week practicum. Written feedback needs to be discussed briefly and **students need to initial and date feedback sheets discussed.**

**Professional Responsibilities**

While on practicum, **student teachers are considered to be associate members of the school staff.** They are expected to take part in all aspects of teachers’ work and to accept the professional obligations that are part of this role. However, student teachers should not take sole responsibility for the conduct and safety of children, either individually or as groups, particularly outside the school premises. On occasions, the Principal may request student teachers to take charge of children away from the school grounds (e.g. a sports team, class outing). When this happens, student teachers have a clear duty to exercise care and supervision to the standard of care of a responsible parent. In such cases the ultimate responsibility lies with the Board of Trustees through the class teacher and school Principal.
Students failing to meet professional expectations and/or make appropriate progress

At times a student teacher may fail to understand the role of the teacher and his/her behaviour fails to meet professional expectations. This may often be difficult to articulate particularly in written form. However, this should not impede notification of any concern. A concern needs to be articulated as soon as it becomes evident. The school co-ordinator should be notified.

Transparency is important. A student needs to be informed clearly of any concerns held and the processes that will be undertaken to address this. This will give the student teacher the opportunity to work towards meeting requirements. All communication should be documented and signed and dated by participants in the process.

The following steps are guidelines that an Associate Teacher should use if a student does not meet the professional standards expected. Use the form, appendix 6, for documentation.

Step 1: Identifying the concern(s)
The Associate Teacher needs to identify the area of concern. This can be in any area: relating to children, disposition, communication, meeting school requirements. Concerns should be linked to any of the following: practicum Learning Outcomes, the Teaching Council of Aotearoa New Zealand Graduating Teacher Standards (Appendix 8)

Step 2: Articulating concern(s) to the student and other school professionals
First notify your school’s Practicum Co-ordinator or Deputy Principal of your concerns. Then inform the Student Teacher about your concern about his/her progress and advise that steps need to be taken to address this. Following the discussion, document the concerns and formulate an agreed written plan of action that the student can use to guide his/her progress in the area of concern. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. All the documentation should be dated and signed by both the Associate and Student Teacher. It is advised that the Co-ordinator be given a copy to be filed.

Step 3: Liaising with the Professional Supervisor
3a. Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented.
3b. The Professional Supervisor will organise a visit to the school to hold a three-way discussion with the student and Associate Teacher. During the discussion the student needs to be informed of which Learning Outcome(s) is at risk and what needs to be done, and by when, in order to pass the practicum.
3c. The Professional Supervisor will observe the student working in the classroom if necessary. The observation will be documented and copies given to both student and Associate Teacher.

Step 4: Documenting Student Progress
The Associate Teacher needs to give regular oral and written feedback to the student. Other senior staff in the school may also wish to make an observation and give feedback and feed forward to the student.
An Overview of the processes

Grades are not given for practicum. On completion of a practicum results are given as a pass (P), fail (F) or Credit Withheld/Not Achieved (NA). Achievement of practicum will be based on the completion of assigned professional requirements, meeting the Learning Outcomes and their associated criteria.

Pass
This 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.

Credit Withheld/Not Achieved (NA)
This grade is available for Practicum 1 and 2 only. It is not automatically granted. This grade may be granted when a very small number of criteria for one or two outcomes are not achieved and the assessment processes have indicated that the student teacher be given the opportunity to complete these with extra practicum days or during the subsequent practicum placement.

Students need to have demonstrated on a consistent basis during the practicum that they are capable of meeting the withheld criteria Learning Outcomes during the subsequent practicum to be granted a credit withheld. The granting of this grade needs to be confirmed by the Practicum Co-ordinator in consultation with the student teacher and the visiting lecturer during a practicum review process.

Fail
This will be given when the assessment process indicates that a full re-sit of the practicum course is required. This will be confirmed by the Practicum Co-ordinator.
A. General On-going Assessment Responsibilities

Student teachers are to take responsibility for completing the requirements and document this as evidence in their practicum files.

Associate teachers need to give student teachers three pieces of brief written feedback over the two weeks regarding student’s professional attributes, communication and relationships comments in the form of bullet points. Students will have a practicum memo pad for this purpose.

Professional Supervisors will make a visit to schools to and meet with students as a group. They will monitor student progress, check practicum files and assist student with filling in the self-assessment components of their practicum reports.

B. Guidelines for Completing the Assessment Report

The Assessment Report
This is a ‘triadic document’. All three parties involved in the practicum: associate teacher, student teacher and professional supervisor each take responsibility for a written component of the assessment on the report.

Associate Teacher Assessment
Associate teachers need to complete two parts of the practicum report.

NOTE: It is expected that at the beginning of the course all students will have a number of areas requiring development. However, if there is a significant concern about professional competency this needs to be identified on the report (documented feedback from the associate teacher needs to support this).

The first part
Comments need to be recorded in the box on the inside of the report about communication, professional relationships and dispositions. This can take the form of a series of bullet points or one paragraph; appendices 7 & 8 provide helpful, concrete suggestions.
The second part:
- Complete the two continuums on the back of the report.
- Tick inside a box, not between.
- The two boxes to the left of the continuum indicate a non-achieved assessment grade for the Learning Outcome.

*Student Teacher Self-Assessment Report*
Student teachers need to self-assess the two Learning Outcomes on the report with statements that are concrete and specific (avoid general statements) and indicate been accomplishments. These statements must be cross referenced to concrete evidence in the practicum file. Evidence consists of documented observations, reflections, lesson taken and evaluated, written feedback from associate teacher and feedback from children which has been recorded.

Professional Supervisors will assist students with this self-assessment process during their school visit.

*University Professional Supervisors*
Visiting lecturers will collect the reports after practicum and sign them off on the back page.

**TO SUMMARISE: Before the Completion of Practicum One**

**Student Teachers need to:**
- Complete the self-assessment section of the report well before the final practicum day.
- Give the report to their associate teacher to complete and sign.
- Ensure that completed reports are collected and returned to the Faculty of Education.

**Associate Teachers need to:**
- Fill in the comment section, tick the two continua on the back of the report and sign the report.
- Pass on the report to the School Practicum Co-ordinator/Principal for signing.
SECTION FOUR: Appendices

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Appendix Twelve: Triadic Assessment Report (Sample only) ............................... 30
For those who would like to plan for teaching this format can be copied and used as a guide.

<table>
<thead>
<tr>
<th>Lesson Plan Sheet</th>
<th>Date .................................................................</th>
</tr>
</thead>
</table>

**Learning Intentions (What do I want children to learn?)**
State briefly in one sentence.

**What do I need to know about the children to support their learning?**

**What materials and resources will help children learn?**
List resources and materials needed. Check on the numbers in the group.

**Learning Experiences**
How will I help children to learn? How will I approach and implement this lesson? How long do I have? Outline the steps you will take to teach the lesson. Next to each step write how long each segment will take (i.e. 90 seconds)

**Assessment and Success Criteria**
How will I know whether children have learned and met the intentions Criteria? Decide how you will check this during and/or at the end of the lesson.

**How well did the lesson go?** (Evaluation of my teaching in relation to children’s learning). What do I need to do next time to enhance children’s learning?
Appendix Two: Guidelines for Practicum File Organisation

The following is a guideline only for organising the practicum file. It is not a compulsory format.

Note: Those with an asterisk (*) will be applicable to Practicum One. Other suggested items will depend on class level and school organisation.

Section A: Faculty of Education Records and General Information
- Contents page *
- Student Teacher’s weekly organiser *
- Observation and Teaching Summary Sheet *
- Associate feedback and comments *

Section B: The School and Classroom Setting
- Class Timetable * (weekly or daily)
- Class Overviews (e.g. term plan)
- Classroom organisation, layout and features, routines, procedures *
- Examples of school policies/procedures (e.g. protocols for Student Teachers)
- Principal’s discussion *
- School lesson planning formats

Section C: Practicum One Requirements
- Observations *
- Practicum tasks *
- Reflections and discussions *

Section D: Personal Teaching
- Records of incidental teaching *
- Prepared teaching plans (e.g. reading aloud)
- Samples of children’s work (anonymous)
## Appendix Three: Observation Template

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class/Group/Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area(s):</td>
<td>Content/Topic/ Key Competency/Skill:</td>
</tr>
<tr>
<td>Time/Duration:</td>
<td>Lesson Purpose/Intention:</td>
</tr>
</tbody>
</table>

**Observation Focus Question:** ________________________________________________  
__________________________________________________________________________  

The focus should be in the form of a question.  
(Possible areas for FOCUS: management of groups, routines, resources used, transitions between activities/groups, lesson structure, children’s motivation or engagement with the work, questioning, skills taught, use of time, moving from place to place, keeping to time, relationships with children)

Key points observed and recorded in bullet points

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Record any questions arising from observations

Key discussion points with Associate Teacher:

What this means for my future practice/inquiry:
# Appendix Four: Personal Weekly Planner

<table>
<thead>
<tr>
<th>TIMES</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Interval</strong></td>
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<tr>
<td><strong>Lunch Time</strong></td>
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<tr>
<td><strong>After 3pm: School Commitments</strong></td>
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</tbody>
</table>
Appendix Five: Oral Reflection Summary Sheet

Oral Reflection Summary Sheet for Evaluating Lessons and Teaching
(Use with Associate Teacher or peers)

Date ____________________       Lesson(s) _____________________________

• This sheet is to be used by the Student Teacher for discussions with his/her Associate Teacher following a teaching session.
• This summary sheet should be attached to the relevant lesson plan(s).
• Key points raised in the discussion should be recorded as bullet points.

1. **What happened?** Describe observations made by both the Associate and Student Teacher. E.g. Most children finished their task sheet 20 minutes early… The class noise level was high.

2. **What does this mean?** Try and clarify what happened, e.g. Many children seemed to find a book to read when finished but some children spent the time telling jokes.

3. **Why might this be so?** Step back and find reasons for what happened, e.g. I assumed that children had not covered this work previously.

# Appendix Six: Students of Concern Form

<table>
<thead>
<tr>
<th>Students of Concern Form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools</strong></td>
<td>Date</td>
</tr>
<tr>
<td><strong>Associate Teacher</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Teacher</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Area(s) of Concern</strong> (Please state and give indicators/examples if possible)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions and/or Goals to be Implemented</strong> (State: what, when, where, how, who)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Signatures</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Teacher</strong></td>
<td>Date</td>
</tr>
<tr>
<td><strong>Student Teacher</strong></td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix 7: Dispositions to Consider

Teachers hold a trusted position in society and influence learners, their understanding of the world and the future wellbeing of society (refer https://www.educationcouncil.org.nz/content/our-code-our-standards). Teachers 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 in regard to dispositions 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.
### Appendix Eight: Teaching Council NZ Graduating Teacher Standards

#### Professional Knowledge

<table>
<thead>
<tr>
<th>Standard 1: Graduating Teachers know what to teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) have content knowledge appropriate to the learners and learning areas of their programme</td>
</tr>
<tr>
<td>b) have pedagogical content knowledge appropriate to the learners and learning areas of their programme</td>
</tr>
<tr>
<td>c) have knowledge of the relevant curriculum documents of Aotearoa New Zealand</td>
</tr>
<tr>
<td>d) have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Graduating Teachers know about learners and how they learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) have knowledge of a range of relevant theories and research about pedagogy, human development and learning</td>
</tr>
<tr>
<td>b) have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation</td>
</tr>
<tr>
<td>c) know how to develop metacognitive strategies of diverse learners</td>
</tr>
<tr>
<td>d) know how to select curriculum content appropriate to the learners and the learning context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Graduating Teachers understand how contextual factors influence teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners</td>
</tr>
<tr>
<td>b) have knowledge of tikanga and te reo Maori to work effectively within the bicultural contexts of Aotearoa New Zealand</td>
</tr>
<tr>
<td>c) have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand</td>
</tr>
</tbody>
</table>

#### Professional Practice

<table>
<thead>
<tr>
<th>Standard 4: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating</td>
</tr>
<tr>
<td>b) use and sequence a range of learning experiences to influence and promote learner achievement</td>
</tr>
<tr>
<td>c) demonstrate high expectations of all learners, focus on learning and recognise and value diversity</td>
</tr>
<tr>
<td>d) demonstrate proficiency in oral and written language (Maori and/or English), in numeracy and in ICT relevant to their professional role</td>
</tr>
<tr>
<td>e) use te reo Maori me nga tikanga-a-iwi appropriately in their practice</td>
</tr>
<tr>
<td>f) demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Graduating Teachers use evidence to promote learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) systematically and critically engage with evidence to reflect on and refine their practice</td>
</tr>
<tr>
<td>b) gather, analyse and use assessment information to improve learning and inform planning</td>
</tr>
<tr>
<td>c) know how to communicate assessment information appropriately to learners, their parents/caregivers and staff</td>
</tr>
</tbody>
</table>

#### Professional Values & Relationships

<table>
<thead>
<tr>
<th>Standard 6: Graduating Teachers develop positive relationships with learners and the members of learning communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) recognise how differing values and beliefs may impact on learners and their learning</td>
</tr>
<tr>
<td>b) have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whanau and communities</td>
</tr>
<tr>
<td>c) build effective relationships with their learners</td>
</tr>
<tr>
<td>d) promote a learning culture which engages diverse learners effectively</td>
</tr>
<tr>
<td>e) demonstrate respect for te reo Maori me nga tikanga-a-iwi in their practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7: Graduating Teachers are committed members of the profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) uphold the Teaching Council New Zealand Code of Ethics/Nga Tikanga Matatika</td>
</tr>
<tr>
<td>b) have knowledge and understanding of the ethical, professional and legal responsibilities of teachers</td>
</tr>
<tr>
<td>c) work co-operatively with those who share responsibility for the learning and wellbeing of learners</td>
</tr>
<tr>
<td>d) are able to articulate and justify an emerging personal, professional philosophy of teaching and learning</td>
</tr>
</tbody>
</table>
The chart below outlines the model of reflection used in the course. The purpose of this reflection model is to provide a framework by which Student Teachers can examine their own ideas, beliefs, values and attitudes in teaching so that they appraise their effectiveness. Students can use this reflective thinking process in oral form during discussions with Associate Teachers and colleagues, and in written form when recording significant learning experiences.

It is important that Student Teachers use this reflective process for their own personal and professional development. It is not a process for evaluating the work of associate or other teachers; it is a process for confronting and refining one’s own practice.

<table>
<thead>
<tr>
<th>Smyth’s Stages in Personal and Professional Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
</tr>
<tr>
<td>What did I do/observe/experience?</td>
</tr>
<tr>
<td>A brief statement describing problem/issue/question.</td>
</tr>
<tr>
<td>Observational description, without judgement, of the</td>
</tr>
<tr>
<td>context.</td>
</tr>
<tr>
<td><strong>Informing</strong></td>
</tr>
<tr>
<td>What does this mean for me?</td>
</tr>
<tr>
<td>The description is ‘unpacked.’ Clarification of the event is sought. Personal feelings and emotions involved are identified.</td>
</tr>
<tr>
<td><strong>Confronting</strong></td>
</tr>
<tr>
<td>How did I come to be this way?</td>
</tr>
<tr>
<td>This involves a ‘stepping back’ from the event and looking at reasons for it. This includes examining historical, social and cultural contexts e.g. Where the beliefs did and values come from? What are other perspectives?</td>
</tr>
<tr>
<td><strong>Reconstructing</strong></td>
</tr>
<tr>
<td>How might I view/do things next time?</td>
</tr>
<tr>
<td>What will you do and why?</td>
</tr>
<tr>
<td>Consideration of alternative views and generation of future action.</td>
</tr>
</tbody>
</table>
Two Learning Outcomes from a set of six have been selected for practicum one.

**Learning Outcome 2:**
Establish and demonstrate professional, ethical relationships in educational settings.

- **Guiding Question:** How can I establish effective professional and ethical relationships and do my actions align with expectations?

  (ECNZGTS 6b, 6c; 7 a, b, c)

**Learning Outcome 5:**
Collect, analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice.

- **Guiding Question:** What do I need to know to inform my practice and what are the most effective ways to gather and analyse information for this purpose?

  (NZTCGTS 3a, c; 5 a, b)

### Learning Outcomes and Examples of Criteria Indicators

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Indicators (There will be many other indicators that demonstrate how students have meet criteria).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome Two</td>
<td>2.1 Professional working relationships are established and maintained in a proactive way.</td>
</tr>
<tr>
<td></td>
<td>• Takes initiative and helps out with e.g. distributing and preparing resources; children requiring individual help; lining up children after lunch.</td>
</tr>
<tr>
<td></td>
<td>• Asks teacher questions about areas of practice to clarify understandings.</td>
</tr>
<tr>
<td></td>
<td>• Supports teacher’s classroom practices and rules when working with children.</td>
</tr>
<tr>
<td></td>
<td>• Accompanies staff on duty.</td>
</tr>
<tr>
<td></td>
<td>• Attends staff and syndicate meetings.</td>
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<tr>
<td></td>
<td>• Is aware of and supports school’s policies and practices; e.g. wearing a sun hat outside, ensuring children sit down to eat lunch.</td>
</tr>
<tr>
<td></td>
<td>• Communicates positively and professionally with non-teaching staff.</td>
</tr>
</tbody>
</table>
2.2 Communication with learners supports the development of positive professional relationships for effective learning.

- Children’s viewpoints and understandings are sought to gain their perspectives.
- Spends time in playground interacting professionally with children.
- Talks to children before/after school and gains knowledge about their interests and backgrounds.
- Uses knowledge of children and their backgrounds and interests to engage them in learning.
- Conversations during classroom time focus on learning.
- Effective professional relationships: children approach student teacher for learning and other assistance.
- Communicates with children in an assertive but friendly manner.
- Communication for learning guides children to seek own ‘answers’.

<table>
<thead>
<tr>
<th>Learning Outcome Five</th>
<th>5.1 Questions arising from observations and own practices are used as a focus for discussion and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observations start with a question or problem to ensure focus.</td>
</tr>
<tr>
<td></td>
<td>• Observations contain relevant data: date, time, children, curriculum area, learning intentions.</td>
</tr>
<tr>
<td></td>
<td>• Observations are analysed to generate new understandings and questions.</td>
</tr>
<tr>
<td></td>
<td>• Questions for discussion are recorded.</td>
</tr>
<tr>
<td></td>
<td>• Questions are discussed with: peers, associate teachers and/or staff members, during Principal’s meeting.</td>
</tr>
<tr>
<td></td>
<td>• Selected questions/observations are used as a focal point for critical reflection</td>
</tr>
<tr>
<td></td>
<td>• Reflections are centred on aspects of teaching that are puzzling, explore new understandings or professional practices e.g. the importance of routine.</td>
</tr>
</tbody>
</table>

5.2 Effectiveness of own practice is examined and reflected upon critically.

- Documentation is organised with dividers.
- Documentation is dated, legible, kept up to date.
- Observations are descriptive and non-judgemental.
- Observations are recorded succinctly with clear detail of relevant aspects.
- Documentation has sufficient detail yet is manageable and succinct.
- Reflections (oral and written) focus on own learning and development and inquire into and challenge own thinking and beliefs.
- Critical reflection follows Smyth’s model.
- Own classroom practices are evaluated and discussed.
- New ideas emerging from observations are ‘tested’ in practice and evaluated.
- Own practices are reflected upon regularly.
Appendix Eleven: Practicum Year Content Summary

There are three block practica this year. Supporting this is a fourth practicum which consists of 15 single days in a base school over the whole year. Each practicum has a different student learning emphasis.

<table>
<thead>
<tr>
<th>Year’s overview of block practicum requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum One</strong> (Jan/Feb)</td>
</tr>
<tr>
<td>Students engage in structured and focused observation to find out how a class is set up at the beginning of the year to support children’s learning. Students will need to demonstrate professionalism and appropriate communication. A key communication focus for students is developing competent reading aloud skills.</td>
</tr>
<tr>
<td><strong>Practicum Two</strong> (May/June)</td>
</tr>
<tr>
<td>Students will need to maintain and build on skills demonstrated during practicum one and Tuesdays in schools practicum. The focus will be on developing professional relationships, and selecting and applying appropriate knowledge and skills in management, planning, organisation, teaching and assessment that are responsive to all learners’ needs. Inquiring into and developing content and pedagogical knowledge about the English and Mathematics curriculum areas will be important. Students will be expected to take responsibility for a class for with a minimum of one week (up to eight days).</td>
</tr>
<tr>
<td><strong>Practicum Three</strong> (Oct/Nov)</td>
</tr>
<tr>
<td>The final practicum students will be expected to take full responsibility for the classroom programme for three consecutive weeks. They will need to engage all learners by constructing and applying appropriate approaches and strategies. Students will be required to synthesize and apply their knowledge from previous practical classroom experiences, curriculum and professional courses and inquire into the effectiveness of their practice.</td>
</tr>
</tbody>
</table>

To ensure students have a range of school and teaching experiences the following procedures are undertaken:

A range of practicum placement settings across the school year
All students will need to undertake as a minimum requirement a teaching experience in each of the following areas: a low decile (1 - 5) school, a medium-high to high decile (7 - 10) school, a junior classroom (yrs 1-3), a senior classroom (yrs 6-8).

Self-directed learning structured through personal goal setting requirements. Students are required to formulate and implement personal goals to enhance their teaching and professional development during practica two and three.

Processes for learning
Reflective practice and demonstration of appropriate dispositions and personal qualities (as outlined in the Teaching Council Criteria, Appendix Seven) need to underpin students’ practice during all practica. Clear communication, collaborative practices and goal setting are central to accomplishing this. Student Teachers need to work in a proactive, self-directed way to meet these requirements.
# Appendix Twelve: Triadic Assessment Report

This is a Student Teacher Self-Assessment Report that is supported by Associate Teacher and University Lecturer comments.

<table>
<thead>
<tr>
<th>Learning Outcomes and Criteria</th>
<th>Student Teacher Self Assessment Comments/Evidence for Learning Outcomes (cross reference to documentation in file)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 2</strong> Establish and demonstrate professional and ethical relationships in educational settings.</td>
<td></td>
</tr>
<tr>
<td>2.1 Professional working relationships are established and maintained in a proactive way.</td>
<td></td>
</tr>
<tr>
<td>2.2 Communication with learners supports the development of positive professional relationships for effective learning.</td>
<td></td>
</tr>
<tr>
<td><strong>LO 5</strong> Collect, analyse and critically engage with information gathered from educational settings to inform, evaluate and enhance the effectiveness of their own professional practice.</td>
<td></td>
</tr>
<tr>
<td>5.1 Questions arising from observations and own practices are used as a focus for discussion and reflection.</td>
<td></td>
</tr>
<tr>
<td>5.2 Effectiveness of own practice is examined and reflected upon critically.</td>
<td></td>
</tr>
</tbody>
</table>