Bachelor of Education
(Teaching) Primary
Specialisation

Practicum Brief

EDPRAC 100
Practicum 1

Semester 1, 2021
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Overview of Practicum Courses in the BEd (Tchg) Primary

| Year 1 - EDPRAC 100 (15 points) | A five-week assessed practicum  
- At least 1 day of full responsibility for the learning programme |
| Year 2 - EDPRAC 204 (15 points) | A six-week assessed practicum  
- 7 days of full responsibility for the learning programme |
| Year 3 - EDPRAC 304 (15 points) | **Part A:** A non-assessed three-week placement at the beginning of the school year  
**Part B Phase 1:** A two-week ‘Practicum Reconnaissance’ to prepare for Part B Phase 2  
**Part B Phase 2:** A six-week assessed practicum with 15-20 days of full responsibility for the learning programme |

Important notes for student teachers

- **Attendance at on-campus days**  
On-campus days are compulsory and are an important and integral part of preparing you for the practicum and your future as a professional teacher.

- **We reserve the right not to allow you a practicum placement where we determine that you are insufficiently prepared.** This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise, student teachers must contact the practicum co-ordinator directly as soon as possible.

- **During practicum, student teachers must have their student ID cards with them at all times.**

- **Leave from practicum form**  
Should you require leave from practicum, you must apply in advance to your practicum co-ordinator using this form.

- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exceptions.**

- **English Language Skills Assessment: DELNA Requirements**  
All DELNA language requirements must be met prior to the final practicum placement. You will not be eligible for your final practicum if any aspects of your DELNA requirements are incomplete. For further information, please refer to the BEd(Tchg) programme handbook.

Faculty of Education Practicum Contacts

| Epsom Campus & South Auckland Campus | Sandra Chandler  
Practicum Co-ordinator | Extn: 48129  
Office: H 105  
Email: s.chandler@auckland.ac.nz |
| Phone (09) 623 8899 | Shima Mozafarian  
Practicum Manager | Extn: 48781  
Office: H 202  
Email: s.mozafarian@auckland.ac.nz |
| | Selina Gukibau  
Practicum Placement Co-ordinator | Extn: 48452  
Office: H 202  
Email: selina.gukibau@auckland.ac.nz |
| Tai Tokerau Campus | Judy Taingahue  
Practicum Co-ordinator | Ext: 47021  
Email: j.taingahue@auckland.ac.nz |
| Phone (09) 470 1000 | Shama McKenzie  
Practicum Administrator | Ext: 47020  
Email: shama.mckenzie@auckland.ac.nz |
## EDPRAC 100: Summary of student teacher requirements

### Before EDPRAC 100, I have…

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• attended two EDPRAC 100 on-campus days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRAC 100</td>
<td></td>
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</tr>
<tr>
<td>• organised my practicum documentation (digital and hard copy files)</td>
<td>(p.11)</td>
<td>Digital file Hard copy file</td>
</tr>
<tr>
<td>• emailed my associate teacher (AT) and my professional supervisor (PS)/ adjunct lecturer (AL) to introduce myself</td>
<td>(p.11)</td>
<td>AT email PS/AL email</td>
</tr>
</tbody>
</table>

### During EDPRAC 100, I have…

#### Observation Focus 1: Developing familiarity with classroom learning environment
- documented information relating to classroom organisation/routines (p.13)
- recorded details of the classroom learning environment
- discussed findings from observations and interactions with AT
- sought feedback about my communication and professional relationships

#### Observation Focus 2: The teaching process in specific curriculum areas
- documented, analysed, & discussed at least 4 observations of my AT’s teaching (p.14)

#### Observation Focus 3: Noticing, recognising and responding to children’s learning
- documented observations relating to children’s learning (on at least 2 occasions)
- planned, taught, and evaluated follow-up lesson/s (at least 2) (p.15)

#### Assessing, planning, teaching, evaluating:
- planned, taught, and evaluated lesson sequences for groups of learners in Maths
- planned, taught, and evaluated lesson sequences for groups of learners in Reading or Written Language
- planned, taught, and evaluated a sequence of lessons with large group/class (p.17) in ____________ (Learning Area)
- documented my own weekly planning (x5); filed copies of AT’s plans (p.17) Wk 1 2 3 4 5

#### Discussions with principal and professional colleagues:
- discussed with the principal, my AT, and professional colleagues the broader dimensions of school life that impact on the teacher’s role
- made and filed notes from these discussions

#### Reflecting on personal practice:
- maintained a weekly record of my professional development ‘Next Steps’
- reflected on my personal practice using the professional reflection framework (x 2)
- retained notes from reflective discussions with associate teacher

### Towards the end of EDPRAC 100, I have...

<table>
<thead>
<tr>
<th>Requirement</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• completed <strong>at least one day</strong> of full responsibility for the learning programme (p.17)</td>
<td></td>
</tr>
<tr>
<td>• collated evidence that demonstrates I have met all LOs for the practicum (pp.6-10)</td>
<td></td>
</tr>
<tr>
<td>• contributed to my assessment for EDPRAC 100 during the professional conversation, including sharing and justifying three pieces of evidence re LO3 (p.5) Evidence for LO…</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• completed my reflective summary and discussed this with my PS/AL (p.19)</td>
<td></td>
</tr>
<tr>
<td>• had my final grade for EDPRAC 100 confirmed by my PS/AL (i.e. Pass/Fail)</td>
<td></td>
</tr>
</tbody>
</table>

[Click here to download a copy of this summary](#)
The purpose of EDPRAC 100

EDPRAC 100 – Practicum 1 builds upon learning from the student teacher’s two-week non-assessed ‘Introduction to Practicum’ school placement and has specific focus on:

- appropriate communication and relationships
- developing the skills of observation and planning to inform emerging pedagogical practice that contributes to children’s learning
- implementing strategies for professional reflection and development
- developing understanding of the teacher’s professional role and how this is affected by factors such as parent/whanau expectations, school policies, government policies and initiatives, and wider community influences
- using digital technologies to support collaborative practice

Student teachers are initially required to observe and analyse their associate teacher’s practice and children’s learning. They then draw on this learning and their associate teacher’s advice to plan, teach, assess, and evaluate lessons with small groups. Student teachers work towards managing and teaching larger groups/the whole class before taking responsibility for the learning programme for at least one day in collaboration with and under the supervision of the associate teacher, i.e. the student teacher organises, manages, co-plans and teaches the programme drawing on the associate teacher’s advice, planning, relevant assessment information, and established expectations/routines.

### Possible plan for completing EDPRAC 100 practicum requirements

<table>
<thead>
<tr>
<th>Practicum Week</th>
<th>Suggested student teacher (ST) activity</th>
<th>Associate teacher (AT) activity</th>
<th>Professional Supervisor (PS)/Adjunct Lecturer (AL) activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prac Week 1</strong></td>
<td>• Observation Focus 1 – discuss with AT</td>
<td>Discuss practicum requirements with student teacher – plan how to meet these</td>
<td>Meet AT/s and ST/s - clarify practicum requirements, and arrange times for observation visits</td>
</tr>
<tr>
<td></td>
<td>• Observation Focus 2 – begin focussed observations and discuss with AT [and practicum peers]</td>
<td>Share pertinent planning, class and school information</td>
<td></td>
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<tr>
<td></td>
<td>• Principal’s discussion completed - notes recorded in practicum file</td>
<td>Arrange times for student teacher to observe your teaching (Observation Focus 2) and children’s learning (Observation Focus 3) during Weeks 1 and 2</td>
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<td></td>
<td>* Write first reflection at end of week (may draw on feedback from Observation Focus 1) – discuss with AT and share with PS/AL for feedback</td>
<td>Give feedback to student teacher about their interactions/relationships and communication with learners and colleagues</td>
<td></td>
</tr>
<tr>
<td><strong>Prac Week 2</strong></td>
<td>• Complete Observation Focus 2 – discuss with AT</td>
<td>Regularly observe student teacher teach and provide written and oral feedback</td>
<td>Provide feedback on ST’s first reflection (completed end of Week 1)</td>
</tr>
<tr>
<td></td>
<td>• Observation Focus 3 – discuss with AT</td>
<td>Make regular times to meet with student teacher to answer questions, discuss observations, provide planning support, and discuss progress toward meeting practicum LOs</td>
<td>PS/AL to observe student teacher teaching, provide feedback,</td>
</tr>
<tr>
<td></td>
<td>• Plan, teach, assess 1x Maths group</td>
<td>Record evidence re student teacher’s progress toward each LO in preparation for the professional conversation</td>
<td>PS/AL facilitates professional conversation and co-constructs with ST and AT ‘next steps’ for remainder of EDPRAC 100</td>
</tr>
<tr>
<td></td>
<td>• Plan, teach, assess and evaluate sequences of lessons in Maths, Reading + one other curriculum area – seek feedback from AT</td>
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<tr>
<td></td>
<td>• Manage blocks of time with whole class/large groups</td>
<td></td>
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<tr>
<td><strong>Prac Week 3</strong></td>
<td>• Plan sequences of lessons for Week 4 for Maths and Reading groups + one other curriculum area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan, teach, assess and evaluate sequences of lessons in Maths, Reading + one other curriculum area – seek feedback from AT</td>
<td></td>
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<tr>
<td><strong>Prac Week 4</strong></td>
<td>• Manage blocks of time/half days with whole class - plan these collaboratively with AT</td>
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<td></td>
<td>• Plan lesson sequences for Week 5</td>
<td>Regularly observe student teacher teach and provide written and oral feedback</td>
<td>PS/AL returns to observe/facilitate professional conversation if ST was not successful by the end of Week 3</td>
</tr>
<tr>
<td></td>
<td>• Plan collaboratively with AT for at least one day of full teaching responsibility in Week 5</td>
<td>Make regular times to meet with student teacher to answer questions, discuss observations, provide planning support, and discuss progress toward meeting practicum LOs</td>
<td>PS/AL debriefs ST about their learning during EDPRAC 100 and ‘next steps’ for EDPRAC 204 at end of practicum (or during final week in school)</td>
</tr>
<tr>
<td><strong>Prac Week 5</strong></td>
<td>• Prepare for professional conversation</td>
<td>Record evidence re student teacher’s achievements for each LO for summative report</td>
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<tr>
<td></td>
<td>• Teach planned lesson sequences</td>
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<td></td>
<td>• Take full responsibility for the learning programme for at least one day</td>
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<td></td>
<td>• Write summary reflection, discuss with AT</td>
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</tbody>
</table>
## Individualised plan for completing EDPRAC 100 practicum requirements (negotiated with AT)

<table>
<thead>
<tr>
<th>Practicum Week</th>
<th>Student teacher activity</th>
<th>Associate teacher (AT) activity</th>
<th>Professional Supervisor (PS)/Adjunct Lecturer (AL) activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prac Week 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Prac Week 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Prac Week 3</td>
<td></td>
<td></td>
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<tr>
<td>17-21 Aug</td>
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<td></td>
<td></td>
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<tr>
<td>Prac Week 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prac Week 5</td>
<td></td>
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</tbody>
</table>

[Click here to download a copy of this template]
**Assessment of practicum**

For successful completion of EDPRAC 100, student teachers will:

- attend both EDPRAC 100 on-campus preparation days
- complete all requirements of EDPRAC 100 outlined in this practicum brief
- demonstrate professional commitment to the role of teacher throughout the practicum
- engage in professional dialogue with associate teacher and other colleagues throughout the practicum
- undertake focussed observations, discuss and analyse findings, identify and address ‘next steps’ to inform own planning and teaching
- submit all planning to associate teacher for approval well in advance of teaching sessions
- maintain professional documentation to a satisfactory standard, including observation focus tasks, planning, assessments, evaluations, reflections, ‘next steps’ summary sheet
- utilise reflection on own practice as a means to take action to refine and develop their teaching practice
- take full responsibility for the teacher’s role planning, teaching and managing the learning programme for at least one day
- prepare evidence to share during the professional conversation in relation to each learning outcome (refer pp. 6-10)
- contribute to their assessment for EDPRAC 100 during the professional conversation
- meet the five learning outcomes of EDPRAC 100 to the satisfaction of both the associate teacher and professional supervisor/adjunct lecturer

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**The professional conversation**  *Refer Practicum Assessment (Practicum Handbook, pp.18-19)*

Towards the end of the first three-week block of the practicum, the student teacher’s professional learning will be jointly assessed during a three-way professional conversation between the student teacher, the associate teacher, and the adjunct lecturer.

**Before the professional conversation:**

- the student teacher and associate teacher both gather evidence to show how the student teacher is progressing toward meeting the practicum learning outcomes

**During the professional conversation:**

- the student teacher, associate teacher, and professional supervisor/adjunct lecturer each contribute their informed professional judgement of the student teacher’s work citing evidence in relation to the learning outcomes, as demonstrated through the assessment criteria
- while the professional conversation is facilitated by the professional supervisor/adjunct lecturer, student teachers are expected to lead the discussion relating to Learning Outcome 3 - Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/NZ by referencing three pieces of evidence from the practicum to demonstrate their achievement, providing a brief justification for each

**Following the professional conversation:**

- The professional supervisor/adjunct lecturer records the provisional assessment

The final decision about pass/fail will be made and recorded by the professional supervisor/adjunct lecturer at the conclusion of the practicum based on evidence of achievement of the learning outcomes, including information shared in the professional conversation, the associate teacher’s written comments, and the student teacher’s practicum documentation.
**LEARNING OUTCOME 1**

Demonstrate an ability to engage in positive, respectful relationships and develop professional communication with ākonga and colleagues.

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>How have I developed and enhanced my communication with ākonga and colleagues?</td>
<td>1.1 appropriate communication with learners and colleagues is consistently demonstrated</td>
<td>Student teachers who communicate appropriately...</td>
</tr>
<tr>
<td>How have I demonstrated my ability to build positive, respectful professional relationships with ākonga and colleagues?</td>
<td>1.2 appropriate relationships with learners and colleagues are established and developed positively</td>
<td>• write, speak and read fluently and accurately in English or Māori</td>
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<tr>
<td></td>
<td></td>
<td>• adjust their communications in consideration of purpose, context or learners’ needs (e.g. first language)</td>
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<tr>
<td></td>
<td></td>
<td>• use appropriate listening skills/body language</td>
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<td></td>
<td></td>
<td>• use te reo Māori authentically</td>
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<tr>
<td></td>
<td></td>
<td>• reflect on their own communication with learners and colleagues and seek to develop and enhance their effectiveness as communicators</td>
</tr>
</tbody>
</table>

**Links to TCANZ Standards...**

- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

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**Evidence:**

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**NB** - In addition to meeting the learning outcomes specified for the practicum, student teachers must demonstrate an acceptable level of English language competency. The professional supervisor and associate teacher must be satisfied that the student teacher's written and spoken English meets the professional standards required of a New Zealand primary teacher.

[Click here to download a copy of the LO evidence pages (pp. 6-10)](link)
# LEARNING OUTCOME 2

Utilise and reflect on pedagogical practices informed by theory, research and evidence to facilitate ākonga learning

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
</table>
| As you observe, assess, plan, teach and evaluate children’s learning and your own teaching, consider: | 2.0 different ways of teaching to suit children’s interests, abilities and learning requirements are identified and discussed  
2.1 planning is informed by:  
- analysis of focussed observations and discussion about children’s learning, interests, and abilities  
- relevant curriculum documents, theory, research and Ministry of Education initiatives  
2.2 inclusive practices are identified when planning for learning  
2.3 teaching/learning experiences that enhance children’s learning are carefully planned, implemented and evaluated  
2.4 children’s learning is monitored, analysed and evaluated to inform subsequent planning  
2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency | Student teachers who demonstrate effective pedagogical practice:  
- arrange regular ongoing observations, of and by the associate teacher, and subsequent analysis and discussion of these  
- identify, discuss, and incorporate specific teaching approaches in lesson planning to suit children’s interests, abilities and learning requirements, guided by relevant curriculum documents, theory, research, and Ministry of Education initiatives  
- utilise tracking sheets to monitor aspects of children’s learning and use findings to inform planning that contributes to children’s learning  
- use opportunities to discuss and explore the relationship between assessment and planning  
- identify, discuss, and implement specific routines and positive management strategies with increasing consistency  
- evaluate and document the effectiveness of their own teaching in an ongoing manner by seeking feedback from their associate teacher, and identifying and addressing their ‘next steps’ in consultation with the associate teacher  
- begin to justify, evaluate, and reflect on personal practice with reference to theories of learning  
- take full responsibility for the teacher’s role planning, teaching and managing the learning programme for at least one day in collaboration with and under the supervision of the associate teacher |
| What are different ways my associate teacher notices, recognises and responds to ākonga to promote learning? |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
| How effective was my teaching in contributing to children’s learning?                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
| What have I learned about my ākonga and their learning?                                    |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
| What do I now understand about effective teaching practice?                                |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |

Links to TCANZ Standards...

- Te Tiriti o Waitangi
- Professional learning
- Professional relationships
- Learning focussed culture
- Design for learning
- Teaching

Evidence:
LEARNING OUTCOME 3

Discuss what it means to be an emerging teacher in Aotearoa New Zealand in alignment with professional expectations.

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean to be a professional teacher in Aotearoa/ New Zealand?</td>
<td>3.1 positive personal and professional requirements stipulated by the Teaching Council ‘Fit to be a Teacher Criteria’ are demonstrated appropriately</td>
<td>Student teachers who demonstrate appropriate professional responsibilities…</td>
</tr>
<tr>
<td>How have I demonstrated professionalism during this practicum?</td>
<td>3.2. responsibilities to Māori learners are recognised and some implications for teachers’ practice are identified and discussed</td>
<td>• attend on-campus sessions</td>
</tr>
<tr>
<td></td>
<td>3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned and evaluated with support</td>
<td>• demonstrate their professional responsibility including using initiative, being consistently punctual and well-prepared</td>
</tr>
<tr>
<td></td>
<td>3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight</td>
<td>• professionally document their involvement in teaching and learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• engage regularly in professional discussions, ask questions, accept feedback and critically reflect on their own practice</td>
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<tr>
<td></td>
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<td>• record notes from reflective discussions with the associate teacher in their practicum file and share these with the professional supervisor</td>
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<td></td>
<td></td>
<td>• reflect regularly on aspects of their own teaching, learning, and interactions with learners and colleagues that caused them uncertainty</td>
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<tr>
<td></td>
<td></td>
<td>• complete at least two critical reflections using the framework provided, each focussing on an aspect of their personal practice – discuss these with their associate teacher and file in their practicum file</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identify and address ‘next steps’ with support from the associate teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discuss with professional colleagues ways responsibilities to Māori learners have implications for teachers’ practice in a bicultural nation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• understand and strive to meet the professional expectations and dispositions required by the Teaching Council Aotearoa NZ</td>
</tr>
</tbody>
</table>

Links to TCANZ Standards…
- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

Evidence:
# LEARNING OUTCOME 4

Identify and discuss ways significant aspects of the learning/teaching context impact on the teacher’s role.

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles does a teacher have in the classroom? in the wider school?</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td>Student teachers who demonstrate their understanding of the work of teachers and contextual factors that shape this…</td>
</tr>
<tr>
<td>How do teachers work together in this school/team context?</td>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td></td>
</tr>
<tr>
<td>How do influences outside the classroom/school impact on the decisions teachers make about learning and teaching?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Links to TCANZ Standards…**

- Te Tiriti o Waitangi
- Professional learning
- Professional relationships

**Evidence:**

- Student teachers who demonstrate their understanding of the work of teachers and contextual factors that shape this…
  - discuss with their associate teacher and professional colleagues the roles and responsibilities of teachers within the classroom and wider school context
  - discuss with their associate teacher, professional colleagues and principal (or his/her designate) ways that social, cultural and political factors in this school context impact on the teacher’s professional role
- ask questions and make notes about aspects such as…
  - the teacher’s role/responsibilities within the school community
  - the school values and the way these are promoted and enacted
  - ways the school is inclusive of and responsive to diverse learners and their families/whanau
  - policies/practices in place to support educational achievement of Māori and Pasifika learners
  - current issues in education and their implications for teaching and learning
  - ways NZC Key Competencies are implemented in the school
- articulate their understanding of the impact of a range of contextual factors on teachers’ work (in the professional conversation and the reflective summary)
**LEARNING OUTCOME 5**

Use digital technologies to foster and enhance digital collaboration

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can digital technologies support teachers to work together?</td>
<td>5.1 use digital technologies to engage in collaboration with associate teacher and other colleagues</td>
<td>Student teachers who demonstrate their competency and confidence in using digital technologies both independently and collaboratively:</td>
</tr>
<tr>
<td>In what ways does use of digital technologies impact on learning and teaching in this setting?</td>
<td></td>
<td>• use digital tools to share and exchange knowledge, resources, experiences and practicum requirements with school colleagues and PST peers during practicum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• work collaboratively with peers, learners and in-school colleagues using digital technologies</td>
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<tr>
<td></td>
<td></td>
<td>• use digital resources and technologies to enhance opportunities for learning and teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• utilise digital platforms for storing practicum records and evidence of professional learning during practicum</td>
</tr>
</tbody>
</table>

**Evidence:**
EDPRAC 100 Practicum requirements for student teachers

Practicum requirements are designed to help you to develop professional relationships and begin to understand the teacher’s professional role within the classroom and wider school context. They also assist you to gain knowledge, skills, and competencies to contribute to children’s learning, to positively manage the learning environment, and to reflect on and develop your practice.

Practicum documentation requirements for student teachers

You are expected to maintain a high standard of documentation to provide evidence of meeting practicum learning outcomes and to demonstrate your professionalism as a teacher. You will use both digital and hard copy files to manage documentation on this practicum. A suggested organisation for your documentation is suggested here.

Digital documentation using Google Docs should include:

- the school and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal, associate teacher, and other school colleagues (pp. 13, 18)
- evidence of reflective practice – notes from reflective conversations with associate teacher, ‘Next Steps’ sheet, written professional reflections, reflective summary (p.19)
- own planning shared with associate teacher, with feedback comments attached, evaluation of teaching, planning for at least one day of full responsibility for the learning programme (pp. 16-17)
- copies of associate teacher’s assessment information, term overviews/unit plans, associate teacher’s planning - including short-term (daily/weekly) planning for the duration of the practicum and differentiated planning for groups (if these are shared digitally)
- evidence prepared for professional conversation, including three pieces of evidence demonstrating achievement of LO3 with a brief justification for each in relation to the assessment criteria (pp. 5-10)

Hard copy file might include:

- specific practicum tasks - including Observation Focus tasks (pp.13-15) if you choose to handwrite these
- own annotated planning – including lesson plans/sequences for groups and class, tracking sheets (pp. 16-17)
- associate teacher/professional supervisor observations and feedback (if handwritten or printed), notes from daily discussions with associate teacher
- Faculty information – e.g. relevant handouts and lecture notes
- resource materials developed/collected for personal teaching during practicum
Specific practicum requirements
Observing, planning, teaching, assessing, evaluating and reflecting

As stated in *The New Zealand Curriculum* (MoE, 2007, p. 34), "While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning". The evidence tells us that students learn best when teachers inquire into the impact of their teaching on their students. The cyclical process of *teaching as inquiry* (Aitken & Sinnema, 2008), introduced during EDPROFST 102, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for this practicum.

Practicum documentation
Templates for students to use when completing specific practicum requirements are available via the embedded links on relevant pages and are also posted in the EDPRAC 100 Canvas course.

**OBSERVING (LO 1, 2)**

*Refer Guidelines for Focused Observations (Practicum Handbook, p.13)*

Overview of requirements
During EDPRAC 100, you will complete and document specific observations that focus on:
- developing familiarity with the classroom learning context
- your associate teacher’s teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- collecting and using information about children’s learning to inform planning and teaching (noticing, recognising, and responding to children’s learning)

These observations are designed to help you to understand the teaching process within this specific classroom context, and to know children as learners so that you are able to plan to address their learning preferences and requirements in teaching/learning sessions.
Observation Focus 1: Developing familiarity with the classroom learning context

During the first week of the practicum, use opportunities to interact with and observe the children, and to ask questions of both the children and your associate teacher to find out…

- what children are learning/have learnt previously
- what individual children prefer doing and reasons why (both during and outside of class time)
- how children’s learning is organised (e.g. class timetable, groupings, independent tasks, use of digital tools)
- what classroom routines/expectations are in place (e.g. for group work, transitions, written work) and how these routines/expectations are established and maintained

Record your findings about each of the aspects (above) in your digital practicum file and discuss with your associate teacher.

Discuss with your associate teacher…

- their considerations when establishing the classroom learning environment. Take photos (with permission) and make notes about key features of this classroom environment and their purpose.
- decisions they made about which classroom routines/expectations to establish and why
- learners who have specific learning, cultural, behaviour or personal needs or family/whanau contexts that you should be aware of. Find out about specific plans in place for these learners and what this means for you during practicum.

Record key information from these discussions in your digital practicum file.

At the end of the first week, discuss your responses to the following questions with your associate teacher, and seek their feedback:

- How well do the children respond to my interactions and communication?
- What have I learned about establishing professional relationships?
- Which aspects of my interactions and communication do I need to improve?

Your responses may help you and your associate teacher to identify ‘next steps’ for your professional development (refer pp. 17-18). You may also wish to use these questions as a prompt for your first written reflection (refer p.19).

Practicum documentation

Suggestions for recording information gathered for Focused Observation 1 are available in the Google Docs model practicum file.
Observation Focus 2: The teaching process in specific curriculum areas
(i.e. assessing, planning, teaching, evaluating, reflecting)

Complete at least four focussed observations of your associate teacher (or another teacher) in Literacy and Maths using the Focused Observation template.

The purpose of these observations is to help you understand the teaching process within this specific classroom context.

Before each observation:
- find out about the learning intentions that have been planned for the lesson
- work with your associate teacher to identify a focus for your observation
  - Examples of an observation focus could include…
    - How does the teacher use positive management strategies to maintain learner engagement?
    - How does the teacher effect transitions during the lesson for individuals and/or groups?
    - How does the teacher structure the lesson? (e.g. sequence of activities, timings)
    - How does the teacher manage the learning activities?
    - How does the teacher use questions to scaffold children’s learning?
    - How does the teacher respond to individuals to support their learning during the session?
    - How does the teacher positively manage interactions and behaviour during the lesson?

During each observation:
- record deliberate teacher actions and learner responses related to the focus for your observation

Following each observation:
- discuss information collected from your observation with your associate teacher and ask carefully considered questions to help clarify your understanding of the teaching process
- record important learning that will inform your future practice

Practicum documentation
Use this template for recording observation data and findings for Observation Focus 2.
The template is also available in the EDPRAC 100 Canvas course.
**Observation Focus 3: Noticing, recognising, and responding to children's learning**

*Observe* your associate (or another teacher) teaching a Maths group and a Literacy group (e.g. Reading, Written Language) and notice occasions where you could 'see' that a child learned something and/or achieved the intended learning. Use the provided Observation Focus 3 template.

The purpose of these observations is to help you to **know children as learners** so that you are able to plan to address their learning preferences and requirements in teaching/learning sessions.

**NB** - The Maths and Literacy groups you observe will then **become your teaching groups**.

Before each observation, ask your associate teacher to:
- identify and explain the learning intention/s and learning experiences for the lesson

During each observation:
- observe how the children were made aware of the learning being sought (e.g. sharing of learning intention, development of success criteria)
- record what you noticed about each child's learning in relation to the learning intention/s

Following each observation:
- Discuss with your associate teacher...
  - how you recognised that learning for some children had occurred (i.e. evidence noted)
  - possible implications for your own planning/teaching

Follow-up action:
- Negotiate with your associate teacher to use this information to plan a subsequent learning experience with this group of learners.
- Document your planning. Share your plan with your associate teacher well in advance of teaching, seek feedback, and make suggested refinements.
- Teach the lesson, record evidence of what you noticed about children's learning on your tracking sheet, and evaluate your teaching effectiveness:
  - Did the children achieve the planned learning intentions? How do I know? (refer to evidence on tracking sheet)
  - How effectively did my teaching support children's learning? (evaluate your own practice)
- In collaboration with your associate teacher, identify 'next steps' for the children's learning, and for your own teaching/learning (e.g. reteach the lesson with another group, carry out further observations, refine use of questioning).

**Practicum documentation**

Use [this template](#) for recording observation data and findings for Observation Focus 3.

The template is also available in the EDPRAC 100 Canvas course.
Overview of requirements

During EDPRAC 100, you are required to **assess, plan, teach, and evaluate in as many areas of the curriculum as possible** including Maths and Literacy (Reading and Writing).

To complete this requirement, you will need to draw on the knowledge you gained about the learning context, the teaching process, and the children as learners during your observations (refer pp.13-15).

You must provide **documented evidence** of:
- Planning and teaching sequences of lessons for small groups in at least two curriculum areas
- Planning and teaching sequences of lessons for large groups/the whole class in at least one other curriculum area
- Weekly planning for own involvement in teaching and learning
- Planning for one day of full responsibility for the learning programme

**How do I do this?**

- Begin by analysing the observation information you collect to inform your understanding of the needs of individual learners in the group/s you will teach - refer to Observation Focus 3 findings. Also talk with your associate teacher about their knowledge of the learners, including relevant assessment information.
- With support from your associate teacher, plan for and teach single lessons with small groups, record evidence of children’s learning, and evaluate.
- As soon as possible begin to plan, teach, assess and evaluate lesson sequences for small groups of learners.
- Also start to plan, teach, record evidence of learning, and evaluate lessons with larger groups/whole class.
- Gradually work towards taking full responsibility for planning, teaching and managing the learning programme for one day (in collaboration with your associate teacher) - refer to the practicum plan suggested on p.3.

**Reminders...**

- Use planning formats that clearly define lesson components, and that are suitable for documenting single lessons or lesson sequences. These templates for **single lessons** and **lesson sequences** are also available on Canvas.
- Present all planning to your associate teacher well in advance of teaching sessions to allow time for modification and refinement.
- Seek ongoing feedback from your associate teacher to help you develop and refine your teaching practice and thereby enhance both your own and the children’s learning.

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**Important notes for Associate Teachers**

Student teachers on EDPRAC 100 need to be supervised in their practice, with opportunities to observe and to be observed, and to receive regular feedback (both oral and written) to support their professional development.

Student teachers should not be put in a vulnerable situation by being asked to relief teach a class. Such requests are not appropriate and can impact on student teacher confidence.

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 classroom. At all times, the student teacher must know where this person is and how to get hold of them if they need them.
Sequences of lessons for groups of learners

In collaboration with your associate teacher, plan and prepare single lessons and then sequences of lessons (e.g. 3-4 consecutive lessons) for small groups in at least two curriculum areas (e.g. Reading, Maths):

- Prior to beginning your planning, discuss with your associate teacher what you already know about the learners - draw on information collected during Observation Focus 1 and 3
- As you develop your plans, give consideration to what you know about each child and particular individuals who might need special attention
- Teach the lessons and use tracking sheets to collect and record what you notice about individual learners in relation to your planned learning intentions and success criteria for each lesson
- evaluate your own teaching effectiveness to help you modify and improve your subsequent planning and teaching
- ask your associate teacher to observe you and provide feedback to help you refine your subsequent planning and teaching

Sequences of lessons for the whole class/large groups

In collaboration with your associate teacher, plan, prepare for and teach a sequence of lessons in at least one other curriculum area where you will teach a larger group or whole class, e.g. PhysEd, Art, Science, Music.

Utilise and adapt existing associate teacher or team planning.

- As you develop your planning, give consideration to learners who might need special attention
- Teach the lessons and reflect on your own teaching and classroom management to inform subsequent planning and teaching
- Ask your associate teacher to observe you and provide feedback to help you refine your subsequent planning and teaching

Weekly planning

In consultation with your associate teacher, identify a suitable weekly planning format.

- Use this format throughout the practicum to record scheduled observation and teaching times, as well as your own teaching responsibilities, e.g. duties, meetings, involvement in wider school activities
- Show appropriate links between your weekly planning and your planning for single lessons/lesson sequences

Ask your associate teacher to share copies of their weekly planning for each week of the practicum.

One day of full responsibility for the learning programme

Take full responsibility for the teacher’s role organising, managing, planning for and teaching the learning programme for at least one day in collaboration with and under the supervision of your associate teacher, drawing on the associate teacher’s long-term plans, assessment information, and classroom routines.

- Clearly document your planning and organisation for this day
- Ask your associate teacher to observe you and give feedback to support your learning and help you refine subsequent planning and teaching practice

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During the early part of your practicum, make an appointment to meet with the principal (or their representative) to discuss the broader dimensions of school life that impact on the teacher’s role. You should be prepared with questions for discussion and record a brief summary of responses related to aspects of school life such as:

- the school vision and values, how they were selected, and ways they are promoted and enacted
- ways the school is inclusive of and responsive to diverse learners and their families/whanau
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- particular professional development or learning/teaching initiatives within the school
- current issues in education and their implications for teaching and learning

Suggestion:
- Meet with the other student teachers at your school to plan questions to ask during your principal’s discussion.
- Take responsibility for asking one question each and record the answer to your question to share with others (work collaboratively!)

You should also engage your associate teacher and other professional colleagues in discussions to learn about their professional roles and factors that influence their professional decision-making. Use opportunities to discuss and record notes about topics such as those listed above, as well as:

- the variety and complexity of the teacher’s role and responsibilities, including activities/roles that classroom teachers are involved in professionally beyond classroom teaching
- how teachers plan for and organise their classes to optimise learning for diverse learners
- ways school values and NZC Key Competencies are integrated into learning programmes
- strategies for building positive relationships with and between learners
- ways home-school partnerships are fostered to support children’s learning
REFLECTING ON PERSONAL PRACTICE (LO 1, 3)

*Refer Teaching as Inquiry and Reflective Practice (Practicum Handbook, p.15)

During this practicum you are required to reflect regularly on your own teaching practice and professional learning, as well as interactions arising from your practice that caused you uncertainty.

➢ Each week, discuss with your associate teacher a focus for your own professional development and record this on your *Next Steps* sheet (template also available on Canvas). At the end of the week, reflect on and record your progress with your associate teacher and identify your focus for the following week.

➢ During the practicum, record at least two professional reflections that focus on 'moments of uncertainty' in your own practice. Use the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):

- **DESCRIBE** – What happened? What did I do?
  - succinctly describe what occurred
- **CONSIDER PERSPECTIVES** – Why did I act/respond in this way? How did this make me feel? How were others affected?
  - carefully consider your own and others’ perspectives
- **UNDERSTAND** – What do I now understand about myself as a teacher? What has informed my understanding?
  - make links to literature, theory, and discussions with your associate teacher and other colleagues
- **ACT** – What actions could I have taken? Why? What action/s will I take in future?
  - consider different possible actions, then briefly outline your selected action plan

For more detail about each aspect of this professional reflection framework, refer Practicum Handbook (p.15) and relevant lecture slides posted on Canvas. A professional reflection template is also available on Canvas.

NB: Write your first reflection at the end of Week 1, discuss with your associate teacher, and share this with your professional supervisor/adjunct lecturer for feedback.

➢ Some of your reflective practice will take the form of discussions with your associate teacher, professional supervisor, and other colleagues (see also p.18). These discussions will help you to clarify your thinking, to make links to theory and research, to refine your practice, and to examine your beliefs about teaching and learning. Retain notes from reflective discussions in your practicum file.

➢ Reflective summary
Prior to your end-of-practicum debrief meeting with your professional supervisor/adjunct lecturer, complete a reflective summary considering your professional learning and development during EDPRAC 100 (template available on Canvas).

Record brief statements or bullet points in response to each question…

- What have I learned about myself as a teacher? (LO1,2,3)
- What have I learned about factors impacting teaching and learning in this school context? (LO4, 5)
- What are key areas for development during my next practicum? (LO3)
Being of good character and fit to be a teacher

The Teaching Council of Aotearoa New Zealand (TCANZ) has a statutory responsibility under the Education Act (1989) to register, issue and renew practising certificates to suitable applicants to the teaching profession. To fulfil this obligation the Council must be satisfied that an applicant for registration, and any type of practising certificate or a Limited Authority to Teach (LAT), is of good character and fit to be a teacher.

Student teachers should be aware that the Teaching 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 Teaching 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 they had behaved in a way that was seriously unethical, irresponsible, or unprofessional.

Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession (Education Council, 2017) protects the quality of teaching in New Zealand and provides more certainty in the quality of graduates from Zealand teacher education programmes.

The teaching profession has the right and responsibility to determine who will enter and remain in the profession.
References


