Bachelor of Education
(Teaching) Primary
Specialisation

EDPRAC 305
Enabling Achievement:
Primary 3

Practicum Brief
Part B – Phase 1
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EDPRAC 305 Part B: Phase 1 Summary of student teacher requirements

TCANZ’s Standards for the Teaching Profession
EDPRAC 305 – Enabling Achievement: Primary 3

<table>
<thead>
<tr>
<th>Student</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Office Ph:</td>
</tr>
<tr>
<td>Principal</td>
<td>Name:</td>
</tr>
<tr>
<td>Associate teacher + Class Level</td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Ph:</td>
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<tr>
<td></td>
<td>Class level:</td>
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<td>Email:</td>
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<tr>
<td>Professional Supervisor</td>
<td>Name:</td>
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<td>Ph:</td>
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<td></td>
<td>Email:</td>
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</tbody>
</table>

_During practicum, student teachers must have their student ID cards with them at all times._

<table>
<thead>
<tr>
<th>EDPRAC 305 Part B: In-school and on-campus commitments</th>
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</thead>
<tbody>
<tr>
<td><strong>PART A/B: In-school requirement</strong></td>
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</tbody>
</table>
| Ten weeks assessed practicum including _15-20 consecutive days_ full responsibility for the learning programme | _PART A:_ From the day children start school for a period of 15 days (3 weeks)  
_PART B:_ (7 weeks)  
Phase 1: 21 June – 2 July, 2021  
Phase 2: 30 August – 1 October, 2021 | _2x on-campus sessions_ during Semester 1  
_3x on-campus sessions_ during Semester 2 (see SSO for details) |

**Student teachers please note:**
- Your on-campus classes are structured to prepare you for your practicum experiences out in schools. These classes are an important and integral part of preparing you for the practicum and for your future as a professional teacher. Students who miss lectures and/or workshops are often inadequately prepared for their practicums. We reserve the right to not allow you a place in practicum where we determine that you are not sufficiently prepared. This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, students need to contact their practicum course lecturer directly as soon as possible.
- All practicum related meetings on school sites are only able to include student teachers, faculty and school staff. _There can be no exceptions._

**School colleagues please note:**
- 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 important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth.
- It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher or delegated alternate maintains the in loco parentis role and carries the responsibility for what occurs in that room. The student teacher must know where this person is and how to get hold of them if they need them.
The purpose of EDPRAC 305A/B

Practicum learning outcomes are based upon four recurring themes:

- forming professional relationships – including effective communication
- focusing on purposeful teaching and learning
- being a professional teacher in Aotearoa New Zealand
- understanding the complexity of the teacher’s role, the educational context and the behaviour and dispositions expected of professional teachers on Aotearoa New Zealand.

The central focus of EDPRAC 305B is to create and sustain purposeful learning that enables achievement for all learners. It has a specific focus on:

- the student teacher’s own teaching in relation to contextual factors
- the student teacher’s effective communication and relationships with children, colleagues, families and whānau
- how pedagogical practice optimises children’s learning and is informed by theory, research and practice

Overview of requirements

**During EDPRAC 305B: Phase 1** (21 June – 2 July, 2021), student teachers will be required to work towards taking increasing responsibility for blocks of the school day (e.g. interval to lunch, the afternoon session) so that near the end of the 10 day period, they are able to take responsibility for the class for two full days.

**During EDPRAC 305B: Phase 2** (30 August – 1 October, 2021), student teachers will be required to work towards taking on the teacher’s role and to take full responsibility of the programme for a **minimum of 15-20 consecutive days**.

**Full-class responsibility** during EDPRAC 305B: Phase 2 requires the student teacher to organise, manage, plan for and teach the class using the associate teacher’s long-term plans and assessment information as a foundation for this. It is important that student teachers **work in collaboration with their associate teachers** to interpret the long-term plans and construct a teaching/learning programme for the 15 - 20 days that clearly shows a ‘flavour’ which is their own. This must not, however, compromise the intent and aim of the associate teacher’s long-term plans.

Preparing for provisional certification as a teacher

This final practicum is an opportunity for a student teacher to synthesise learning from their BEd(Tchg)Primary programme and to **prepare for their beginning years as a provisionally certificated teacher (PCT)**. During EDPRAC 305A/B, student teachers are expected to demonstrate high quality pedagogical practice that is consistent with the Teaching Council Aotearoa New Zealand Standards (with support).

Specific requirements have been kept to a minimum to enable each student teacher to work in a self-directed manner that involves professional decision making, moral choice and ethical practice. While the student teacher and associate teacher will work in collaboration to plan and organise the student teacher’s programme, each student teacher is now **expected to take greater responsibility** for reflecting upon practice and determining their own professional growth.
Notes for the student teacher:

The provisional assessment of your performance against the practicum learning outcomes, referenced to the Teaching Council Aotearoa New Zealand (TCANZ) Standards, is discussed and confirmed during a three-way professional conversation towards the end of the practicum.

Prior to EDPRAC 305 Part B:

- familiarise yourself with the learning outcomes for EDPRAC 305 Part B (inclusive of the related Standards) by looking carefully at the Assessment Criteria and Practice Indicators for each of these
  *Refer Teaching Council Aotearoa NZ's Standards for the Teaching Profession, p.17 Practicum Brief*

During EDPRAC 305 Part B: Phases 1 and 2

- collect and store in your digital practicum file and/or your hard copy folder all completed practicum tasks and requirements, relevant school/classroom information, resources that you have generated, and some examples of children’s work as a result of your teaching during the practicum

Before the professional conversation: (towards the end of EDPRAC 305 Part B: Phase 2)

- in preparation for leading your professional conversation, select appropriate examples of evidence from your digital practicum file and/or hard copy file to demonstrate…
  - your achievement of the learning outcomes of EDPRAC 305 Part B (inclusive of the related TCANZ Standards)
  - your readiness for provisional certification as a teacher
- complete the student teacher self-assessment report form citing relevant examples of the evidence you have selected to support comments noted
- discuss your selections and justifications with your associate teacher

During the professional conversation:

- you, your associate teacher and your professional supervisor will each contribute his/her informed professional judgement of your work in relation to the learning outcomes, as demonstrated through the assessment criteria
- in leading the discussion, you will need to effectively communicate your knowledge, skills and experiences while referencing your selected pieces of evidence and providing a brief justification for their selection.

Following EDPRAC 305 Part B:

Please ensure that your digital practicum file is up to date with your justification linking your evidence to the relevant Standards. Seek feedback.

**NOTE:** You will be drawing on this as well as other evidence from your three year programme for your “END of PROGRAMME PRESENTATION” in Week 46 (8-12 November, 2021).
Assessment of practicum

The professional conversation – continued...

Notes for the associate teacher:

It is important that this final assessment is rigorous as this is the credentialing practicum.

Before the professional conversation:

- complete the associate teacher section of the assessment report as part of the professional conversation process by considering previous open, timely and constructive written and oral communication you have had with the ST in regard to his/her progress
- encourage and support the ST’s preparation for the Professional Conversation

During the professional conversation

- provide justified assessment of the ST’s achievement against the practicum learning outcomes
- encourage and support the ST to take the lead in his/her professional conversation

Notes for the professional supervisor:

It is important that this final assessment is rigorous as this is the credentialing practicum. When a student teacher passes EDPRACT 305 a judgment is being made that they exhibit ‘beginning teacher’ independence.

Before the professional conversation:

- familiarise yourself with your role leading the assessment procedures for EDPRACT 305. Please refer to the Practicum Handbook and the EDPRACT 305 Brief regarding assessment of the learning outcomes (referenced to the Teaching Council Aotearoa New Zealand Standards)
- negotiate a suitable time for the professional conversation and confirm the availability of ST and AT

During the professional conversation:

- encourage and support the ST and AT to participate in their roles
- complete the professional supervisor’s section of the assessment report as part of the professional conversation process by considering previous open, timely and constructive written* and oral communication you have had with the ST in regard to his/her progress

* written notes from observations of a minimum of two lessons (with at least one observation being approximately 45 minutes and across a transition in the class programme)

Following the professional conversation:

- record the student teacher’s provisional assessment, citing relevant evidence provided and discussed during the professional conversation, to support comments noted
- confirm the assessment on the EDPRACT 305 Practicum Report once the practicum has been completed and include any recommendation/s for future development.
- submit documentation to the Practicum Office

NOTE: Final course grades are moderated/confirmed by the practicum coordinator and course director prior to release at the end of the semester.
LEARNING OUTCOME (1) & PRACTICE INDICATORS

**NOTE:** Student teacher self-assessment, and associate teacher / professional supervisor report documentation should provide student-specific evidence of achievement against the following learning outcomes with reference to the assessment criteria. Examples of practice indicators have been provided.

<table>
<thead>
<tr>
<th>Learning Outcome 1:</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
</table>
| Communicate effectively and establish professional relationships within the professional educational community | 1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon | Student teachers who communicate effectively:  
- write, speak and read fluently and accurately in English or Māori  
- adjust their communications in consideration of purpose, audience, context or learners’ needs (e.g. first language)  
- use appropriate listening skills/body language  
- use te reo Māori authentically  
- reflect on the effectiveness of their communication with children, colleagues, parents/whānau |
|                    | 1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon | Student teachers who establish effective professional relationships:  
- work collaboratively and positively treating children and adults with respect  
- develop equitable, culturally responsive relationships  
- critically reflect on their demonstration of whanaungatanga, manaakitanga and tangata whenuatanga and their ability to establish and maintain professional relationships within the class and school/community  
- take responsibility for ensuring that any areas for improvement are identified, discussed and addressed  
- embrace and initiate opportunities to connect with the wider school community |

Key question (for STs)
How do you use communication to establish and maintain effective professional relationships?

Standards: aspects of 4 6 and 7

*In addition to meeting the learning outcomes, you must demonstrate an acceptable level of English language competency. Your professional supervisor and associate teacher must be satisfied that your written and spoken English meets the professional standards required of a New Zealand primary teacher.*
### LEARNING OUTCOME (2) & PRACTICE INDICATORS

**NOTE:** Student teacher self-assessment, and associate teacher / professional supervisor report documentation should provide student-specific evidence of achievement against the following learning outcomes with reference to the assessment criteria. Examples of practice indicators have been provided.

<table>
<thead>
<tr>
<th>Learning Outcome 2.</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective pedagogical practice that enables learning and achievement</td>
<td>2.1 planning is informed by analysed assessment information, curricula and content knowledge, research and policy documents and initiatives</td>
<td>Student teachers who demonstrate effective pedagogical practice:</td>
</tr>
<tr>
<td>Key question (for STs)</td>
<td>2.2 bicultural practices and diversity are evident when planning for learning and demonstrated in teaching practice</td>
<td>- observe, assess, plan, teach, evaluate and discuss learners’ learning over repeated cycles</td>
</tr>
<tr>
<td></td>
<td>2.3 teaching is characterised by inclusive practice using a variety of thoughtfully selected teaching/learning approaches which are evaluated in terms of their effectiveness in enabling learning</td>
<td>- address learners’ identified ‘next steps’ through assessment, further observation and/or planning, teaching and evaluating</td>
</tr>
<tr>
<td>Standards: aspects of 1 2 4 5</td>
<td>2.4 children’s learning is consistently monitored, analysed and evaluated through a range of assessment procedures</td>
<td>- use knowledge of individual learners, supported assessment information to inform planning and teaching that promotes learning and achievement for the learners in the class</td>
</tr>
<tr>
<td></td>
<td>2.5 extended teaching/learning experiences are effectively planned, implemented, assessed and evaluated (across a range of curriculum areas) with multiple groups, larger groups and whole class</td>
<td>- consciously plan and use pedagogy to engage Māori learners and cater for their needs</td>
</tr>
<tr>
<td></td>
<td>2.6 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</td>
<td>- justify personal practice according to evidence of learners’ learning, research re teaching approaches, theories of learning and a developing philosophy</td>
</tr>
<tr>
<td></td>
<td>2.7 pedagogical practice is critically reflected upon and refined in relation to an emerging personal professional philosophy</td>
<td>- critically reflect on teaching practice and developing pedagogy</td>
</tr>
</tbody>
</table>

**NOTE:** Planning must be presented in advance of teaching.
LEARNING OUTCOME (3) & PRACTICE INDICATORS

NOTE: Student teacher self-assessment, and associate teacher / professional supervisor report documentation should provide student-specific evidence of achievement against the following learning outcomes with reference to the assessment criteria. Examples of practice indicators have been provided.

<table>
<thead>
<tr>
<th>Learning Outcome 3:</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrate and reflect upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand</td>
<td>3.1 professionalism and professional agency are appropriately exercised and critically reflected upon</td>
<td>Student teachers who demonstrate appropriate professional responsibilities:</td>
</tr>
<tr>
<td>Key question (for STs)</td>
<td>3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and evaluated</td>
<td>- demonstrate their professional responsibility as a junior colleague including using initiative, being consistently punctual and well-prepared</td>
</tr>
<tr>
<td>In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</td>
<td>3.3 ‘next steps’ for practicum-related professional learning are identified through own and others’ evidence and critically reflected on to refine practice</td>
<td>- maintain professional documentation as a teacher and professionally document their own learning</td>
</tr>
<tr>
<td>Standards: aspects of 1 2 4 5</td>
<td>3.4 opportunities for professional growth are initiated, actioned and critically reflected upon</td>
<td>- consistently inquire into their own practice; proactively engage in regular professional discussion (asking questions) and critically reflect on their own practice</td>
</tr>
</tbody>
</table>

- demonstrate understanding of how professional standards and dispositions, as required by the TCANZ, apply to them |
- develop and address ‘next steps’ in their own learning (with support from their associate teacher) |
- are able to articulate a teaching philosophy that reflects their commitment to, and high expectations for, Māori learners succeeding as Māori |
- identify and critically reflect on professional decisions, actively negotiate to resolve dilemmas, seek alternative possibilities and reflect upon decisions made
### LEARNING OUTCOME (4) & PRACTICE INDICATORS

**NOTE:** Student teacher self-assessment, and associate teacher / professional supervisor report documentation should provide student-specific evidence of achievement against the following learning outcomes with reference to the assessment criteria. Examples of practice indicators have been provided.

<table>
<thead>
<tr>
<th>Learning Outcome 4:</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyse own teaching and the</td>
<td>4.1 social, cultural and political influences impacting on pedagogical practice are</td>
<td>Student teachers who demonstrate their understanding of contextual factors:</td>
</tr>
<tr>
<td>effectiveness of own responses to contextual factors in</td>
<td>critically reflected upon in relation to professional decision-making and personal</td>
<td>- demonstrate an understanding of the relationship between the classroom, school and community when making decisions about teaching, learning and assessment</td>
</tr>
<tr>
<td>the school/community</td>
<td>practice</td>
<td>- demonstrate an understanding of social, cultural and political influences when making decisions about teaching, learning and assessment</td>
</tr>
<tr>
<td></td>
<td>4.2 legislative requirements and school policies are discussed and implemented</td>
<td>- initiate discussion with their associate teacher, the principal and other professional colleagues about the different ways the wider school environment/community impacts on the teacher’s role</td>
</tr>
<tr>
<td>Key question (for STs)</td>
<td></td>
<td>- explain ways that Ministry of Education initiatives and school policies influence their own decision-making and practice, for example:</td>
</tr>
<tr>
<td>What contextual factors do you need to consider</td>
<td></td>
<td>o parent/whānau/community expectations</td>
</tr>
<tr>
<td>and respond to when creating and sustaining</td>
<td></td>
<td>o Government policy (e.g. priority learners; local curriculum)</td>
</tr>
<tr>
<td>purposeful learning environments?</td>
<td></td>
<td>o educational achievement of Māori</td>
</tr>
<tr>
<td>Standards: aspects of 3 (and aspects of 6 and 7)</td>
<td></td>
<td>o equity and diversity</td>
</tr>
</tbody>
</table>
EDPRAC 305 Part B: Phase 1 - Practicum requirements for student teachers

Assigned requirements have been kept to a minimum for this 10-day period but are designed to help you deepen your knowledge of yourself as a teacher, and extend your skills and competencies in order to undertake full responsibility for the class programme for 15 – 20 consecutive days during EDPRAC 305 Part B: Phase 2. They also assist you to deepen your understanding of how your school operates and affects teachers’ daily work.

EDPRAC 305 Part B: Phase 1 - General practicum requirements

Maintaining documentation

You are expected to maintain a high standard of documentation as would be expected of a professional. We encourage you to personalise your digital practicum file and/or hard copy folder. You need to organise your file/s in a way that is meaningful for you but includes the following information in clearly labelled sections:

- Faculty of Education information - practicum brief, Practicum Handbook, relevant handouts/notes
- School and classroom setting – notes you have made in relation to completing EDPRAC 305 Part A Required tasks re Themes 1 – 4 (*Refer EDPRAC 305 Part A Practicum Brief)
- Specific practicum tasks re Observation, Assessing, Planning, Teaching, Evaluating and Reflecting
- Associate teacher’s observations/feedback, notes from discussions with associate teacher
- Associate teacher’s assessment information and planning e.g. copies of term overviews/unit plans
- Compulsory Tasks #1 and #2 – see descriptions of these on p.14

Discussions with principal and professional colleagues

It is anticipated that during each practicum the principal (or their representative) is able to meet with student teachers to discuss the broader dimensions of school life that impact on the teaching role.

NOTE: This discussion could occur during either Phase 1 or Phase 2 of EDPRAC 305 Part B.

Once you have prepared your questions, forward these to the principal in advance of your meeting. Record a brief summary of the responses you receive related to such aspects as:

- the teacher’s role/responsibilities within the school community
- ways the school makes connections with its community to support children’s learning
- school policies/procedures relating to assessment (recording and reporting)
- social, cultural, ethical and political factors that impact on decision-making and curriculum implementation
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- ways the school is inclusive and responsive to diverse learners and their families/whanau (e.g. policy/practices to provide for achievement of ESOL and special ability/needs children)

You should also engage your associate teacher and other professional colleagues in discussions to learn about the beliefs which inform their professional actions, their classroom practices, and the teaching/learning decisions they make. Use opportunities to discuss and record notes about:

- the variety and complexity of the teacher’s role and responsibilities, i.e. activities/tasks that classroom teachers are involved in professionally within the classroom/school environment
- the implementation of school policies/procedures relating to assessment
- how teachers plan for and organise the class to optimise learning for diverse learners
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), discussed in our on-campus sessions for EDPRAC 101, 201, and 305 provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for each of your practicum placements.

**Observing**


**Summary:**

During EDPRAC 305, you will complete and document specific observations that focus on:

- developing familiarity with the classroom learning environment
- your associate teacher’s teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- noticing, recognising and responding to assessment information for planning, teaching and learning
- eliciting, interpreting and acting upon assessment information for planning, teaching and learning

**Observation Focus 1: Developing familiarity with the classroom learning environment**

During EDPRAC 305 Part A, as a result of your own observations and discussions, you will now be conversant with, and have documented the following information: the composition of the class (the diversity and range of learners within the class); what children are learning/have learnt; how children’s learning is organised (e.g. class timetable, various groupings); what established classroom routines are in place (e.g. submitting completed work); how the classroom culture is established and maintained to foster the safety and wellbeing of the children.

**During EDPRAC 305 Part B, Phase 1:**

Seek your associate teacher’s responses to the following questions:

- How do they seek to address the needs of diverse learners within this classroom?
- Which are the most important classroom routines to establish and maintain?
- What beliefs about learning and learners inform their teaching practice?

**Consider your own emerging beliefs about how learners’ learn best** (*refer Part A Required Task 3c*)

- identify aspects that align with or differ from the beliefs expressed by your associate teacher
- discuss with your associate teacher the teaching actions you propose to take in order to support your emerging beliefs
Observation Focus 2: The teaching process in specific curriculum areas  
(i.e. assessing, planning, teaching, evaluating, reflecting)

During EDPRAC 305 Part A, as a result of your own observations and discussions, you are now likely to be conversant with and have documented how your associate teacher teaches in key curriculum areas. If not, you need to complete **3 – 4 focussed observations of your associate teacher in two self-selected curriculum areas** using a format of your own choosing.

**Before each observation:**
- Briefly discuss the assessment information and planning process/steps used by your associate teacher in preparation for teaching the lesson
- identify a **focus question** for your observation of your associate teacher and discuss the intended learning and learning experiences that your associate teacher has planned for the lesson

**During each observation:**
- record **deliberate teacher actions** related to the **focus question** and the intended learning

**Following each observation:**
- discuss information collected from your observation with your associate teacher by asking carefully formulated questions to help clarify your understanding
- record any conclusions and considerations you have drawn for your future practice

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Observation Focus 3: Noticing, recognising and responding to children's learning  
(i.e. observing & assessing learners during learner / associate teacher interactions)

During EDPRAC 305 Part A, you observed and documented important assessment information about four individual learners (Required Task 2a).

In discussion with your associate teacher, arrange to complete **two further observations of your associate teacher teaching another four learners**. Use the ‘notice, recognise and respond’ template to document your observations.

**Before each observation, ask your associate teacher to:**
- identify and explain the learning intentions and learning experiences for each lesson

**During each observation:**
Record on your template the following assessment information about individual children as they interact with your AT and with other learners during the session:
- briefly describe what you **noticed** about each child’s learning in relation to the learning intentions
- record key points that indicate achievement (i.e. evidence noted)
- identify what you **recognise** as being significant for each child and their learning
- identify how you will **respond** to the children in your planning and teaching; record key points for your future actions and direction as well as possible feedback you might give each child

**Following each observation:**
- discuss your findings with your associate teacher;
- in collaboration with your associate teacher, identify ‘**next steps**’ for the children’s learning, and for your own teaching/learning.
ASSESSING, PLANNING, TEACHING, EVALUATING


Summary:
In negotiation with your associate teacher, during EDPRAC 305 Part B: Phase 1, you will be involved in building towards taking increasing responsibility for blocks of the school day so that near the end of the 10-day period, you are able to **take responsibility for the class for two full days**.

Assessing/planning/teaching/evaluating Focus 1: Blocks of the day/two full days

As part of working towards taking responsibility for blocks of the day and, eventually, two full days, you will be involved in assessing learners, planning for and teaching learners in small groups, larger groups and/or the whole class and evaluating children’s learning and your own teaching **in an ongoing manner**. **Planning will be annotated**.

You need to:
- Provide documented evidence of assessment information you have gathered to inform your planning and teaching prior to taking responsibility for blocks of time and for the two full days.
- Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.
- Use a planning format that includes clearly defined lesson components and is suitable for documenting lesson sequences.
- Assess, plan, teach, and evaluate in as many areas of the curriculum as possible including, where possible, maths and reading.
- Work towards taking full responsibility for planning, teaching and managing the class learning programme for two full consecutive days.
- Include **multiple group management** within your two days of full responsibility, where possible.

Short-term planning

In consultation with your associate teacher, identify a planning format that is suitable for documenting **short-term/weekly** planning.
- Use this format to note both your associate teacher’s and your own teaching responsibilities throughout the ten days of this phase of the practicum
- Show appropriate links between your short-term planning and long-term planning
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.

➢ **Reflective discussions**

Some of your reflective practice will take the form of **discussions** with your associate teacher, professional supervisor, and other colleagues. 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.

➢ **Professional reflections**

During this phase of the practicum, record at least **one professional reflection** focussing on your own practice using 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 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.

**NB:** Discuss your first reflection with your associate teacher.

➢ **Reflective summary**

At the conclusion of EDPRAC 305 Part B: Phase 1, complete a Reflective Summary considering your professional learning and development during your two-week placement.

Using the template provided on CANVAS document your responses to the following questions:

- What have I learnt about the role of teacher in relation to assessment and catering for diverse learners? (refer LOs 1, 2, 3);
- What specific contextual factors impacting teaching and learning have I encountered during practicum and how effective was my response to these? (refer LO.4);
- What are key areas for my development as an inquiring teacher in Aotearoa/NZ during EDPRAC 305 Part B: Phase 2? (LO 3).

Submit your reflective summary to the Practicum Office – foedpracticumteam@auckland.ac.nz

You will also share this with your professional supervisor prior to EDPRAC 305 Part B: Phase 2.
Inquiry Task #1: During practicum - Recording a selected aspect of your classroom communication

The purpose of this task is to give you the opportunity to listen to yourself and analyse the effectiveness of your oral communication as a tool for teaching and learning. Complete this activity by the middle of the ten-day period so that self-evaluation is used to inform your on-going practice.

Task steps and procedures:

- select a specific aspect of your classroom teaching practice where communication is critical, e.g. giving instructions or explanations, questioning, providing oral feedback, expression during reading aloud, conversations with children that support relationship building. This will help you to decide when to undertake the audio or video recording
- organise to be audio or video recorded teaching a group or the whole class for approximately 15 minutes
- listen to or watch the recording and make notes on the effectiveness of your communication.
- identify and record implications for your future professional development needs and children's learning.

Inquiry Task #2: Post practicum – Identifying “puzzles of practice”

Being a professional teacher involves on-going professional development and learning, in combination with an inquiring mind-set and an open-minded attitude that allows for the consideration of new ideas and alternative views (Aitken & Sinnema, 2008; Cochrane-Smith, 2011; Cochrane-Smith & Lyttle, 2009).

At the end of EDPRAC 305 Part B, Phase 1:

- identify areas of your teaching practice that you are particularly curious about, or have a strong interest in improving. These areas of interest can be framed as “puzzles of practice”;
- document at least two areas of your practice which you would like to develop further.

As part of your work leading up to EDPRAC 305 Part B: Phase 2, you will be involved in planning to address one of your “puzzles of practice”. How you go about executing your plan and how you monitor and evaluate your progress will feature significantly in your “END of PROGRAMME PRESENTATION”.
### EDPRAC 305 Part B: Phase 1 Summary of student teacher requirements

#### Before EDPRAC 305B: Phase 1, I have….

- completed 15 days of EDPRAC 305 Part A (in addition to TOD/s & Waitangi Day)
- filed material generated in response to EDPRAC 305 Part A requirements in my digital practicum file and/or hard copy folder
- submitted my EDPRAC 305 Part A “Completion Form” to the Practicum Office
- had my file checked by a peer and received peer feedback
- read this Practicum Brief and familiarised myself with:
  - the LOs for EDPRAC 305 Part B
  - the requirements for EDPRAC 305 Part B: Phase 1

#### During EDPRAC 305 Part B: Phase 1, I have...

<table>
<thead>
<tr>
<th>Observation Focus 1: Developing familiarity with classroom learning environment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>documented information relating to discussion with my associate teacher:</td>
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<tr>
<td>- diverse learners; routines; his/her philosophy</td>
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<tr>
<td>- proposed teaching actions needed to support my beliefs</td>
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<table>
<thead>
<tr>
<th>Observation Focus 2: The teaching process in specific curriculum areas</th>
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<tbody>
<tr>
<td>documented, and discussed 3-4 observations of my AT’s teaching</td>
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<td>2</td>
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<thead>
<tr>
<th>Observation Focus 3: Noticing, recognising and responding to children’s learning</th>
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<tbody>
<tr>
<td>collected/analysed assessment information for four further learners</td>
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<tr>
<td>discussed assessment analyses with my associate teacher</td>
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<table>
<thead>
<tr>
<th>Assessing, planning, teaching, evaluating Focus 1:</th>
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<tbody>
<tr>
<td>planned, taught, and evaluated lessons during blocks of the school day</td>
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<tr>
<td>planned, taught, and evaluated lessons during 2 full days of responsibility</td>
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<thead>
<tr>
<th>documented my own short-term/weekly planning (x2)</th>
<th>Wk 1</th>
<th>Wk2</th>
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<table>
<thead>
<tr>
<th>Inquiry Task #1</th>
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<tbody>
<tr>
<td>recorded and analysed a selected aspect of my classroom communication</td>
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<tr>
<th>Reflecting on personal practice:</th>
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<tr>
<td>reflected on my personal practice using the professional reflection framework (x 1)</td>
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<tr>
<th>Discussions</th>
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<tr>
<td>discussed with the principal, and my AT and professional colleagues the broader dimensions of school life that impact on the teacher’s role</td>
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<tr>
<td>made notes from these discussions where appropriate</td>
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<tr>
<th>Practicum documentation</th>
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<tbody>
<tr>
<td>consistently collected and stored all completed practicum tasks and requirements, relevant school/classroom information, resources that I have generated, in my digital practicum file and/or your hard copy folder</td>
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#### Towards the end of EDPRAC 305 Part B: Phase 1, I have…

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<tr>
<th>Inquiry Task #2</th>
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<tbody>
<tr>
<td>identified and explained two “puzzles of practice”</td>
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<tr>
<th>completed my Reflective Summary and emailed this to the Practicum Office</th>
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<tbody>
<tr>
<td><a href="mailto:feodpracticumteam@auckland.ac.nz">feodpracticumteam@auckland.ac.nz</a></td>
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**Teaching Council Aotearoa NZ: STANDARDS FOR THE TEACHING PROFESSION**

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<thead>
<tr>
<th>STANDARD</th>
<th>ELABORATION OF THE STANDARD</th>
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| **Te Tiriti o Waitangi partnership**  
Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. | • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.  
• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.  
• Practise and develop the use of te reo and tikanga Māori. |
| **Professional learning**  
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. | • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.  
• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.  
• Engage in professional learning and adaptively apply this learning in practice.  
• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.  
• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions. |
| **Professional relationships**  
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community.  
• Communicate effectively with others.  
• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, shewing leadership, particularly in areas of responsibility.  
• Communicate clear and accurate assessment for learning and achievement information. |
| **Learning-focused culture**  
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety | • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.  
• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.  
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.  
• Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.  
• Create an environment where learners can be confident in their identities, languages, cultures and abilities.  
• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.  
• Meet relevant regulatory, statutory and professional requirements |
| **Design for learning**  
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures. | • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.  
• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.  
• Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.  
• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.  
• Design learning that is informed by national policies and priorities |
| **Teaching**  
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.  
• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.  
• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.  
• Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.  
• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. |
References


Faculty of Education Practicum Contacts

<table>
<thead>
<tr>
<th>Epsom &amp; South Auckland Campus</th>
<th>EDPRA 305 Practicum Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Chandler</td>
<td>Extn: 48129 Office: H 105 Email: <a href="mailto:s.chandler@auckland.ac.nz">s.chandler@auckland.ac.nz</a></td>
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<tr>
<th>Phone (09) 623 8899</th>
<th>Shima Mozafarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Manager (Administration)</td>
<td>Extn: 48781 Office: H 202 Email: <a href="mailto:s.mozafarian@auckland.ac.nz">s.mozafarian@auckland.ac.nz</a></td>
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<thead>
<tr>
<th>Tai Tokerau Campus</th>
<th>Maia Heta Raka Practicum Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ext: 47050</td>
<td>Email: <a href="mailto:m.hetaraka@auckland.ac.nz">m.hetaraka@auckland.ac.nz</a></td>
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<table>
<thead>
<tr>
<th>Phone (09) 470 1000</th>
<th>Sharna McKenzie Practicum Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ext: 47020</td>
<td>Email: <a href="mailto:sharna.mckenzie@auckland.ac.nz">sharna.mckenzie@auckland.ac.nz</a></td>
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