Information for associate teachers and student teachers

This two-week non-assessed ‘Introduction to Practicum’ school placement in the student teachers’ first semester of study will be followed by a four-week assessed practicum, EDPRACM 101: Te Pouako Ngaio The Professional Teacher, in semester 2 (16-27 Sept; 14-25 Oct). Student teachers will remain with the same class for both placements.

While student teachers have been assigned to an associate teacher, any opportunities to visit other classrooms during the two-week placement are valuable. For example, where several student teachers have been assigned to one school, it may be possible to negotiate suitable times for student teachers to exchange classrooms, or to observe a lesson as a group and afterwards discuss this with each other and the teacher.

Questions have been developed to help guide student teachers’ observations, thinking, and discussion. Some documentation is required and this should be maintained outside of school hours. Student teachers should use all opportunities to interact with children and be fully involved in class and school programmes. They should be encouraged to observe carefully, and to think about and discuss what they have seen, heard, and experienced.

Te Kura Akoranga me Te Tauhīro Tangata: He Whakapā

Faculty of Education and Social Work (FOESW) Contacts

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He Whakatakinga ki te Noho ā kura - Tau 1
Introduction to Practicum - Year 1 BEd (Teaching) Huarahi Māori

**Purpose of this school placement**

The purpose of this two-week placement is to provide a brief orientation to the school and class environment with a specific focus on:

- the teachers role
- communication and professional relationships

Students should also start to become familiar with:

- school and classroom organisation

The two foci identified for this two-week introduction to practicum have been developed into focus questions to help direct students’ observations, thinking, and discussions.

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**Focus Questions for Observation, Thinking, and Discussion**

**Arotahi 1 (Focus 1):** Demonstrate a beginning awareness of the teacher’s role in promoting learning in a complex environment

**Indicator:**

1.1 the complex roles that teachers carry out within the class and the wider school environment to promote learning are explored

**Ngā Pātai Arotahi (Focus Questions):**

What different roles do teachers play within the class and school that promote learning?

In what ways do teachers interact with diverse individuals and groups to engage them in learning?

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**Arotahi 2 (Focus 2):** Demonstrate an ability to communicate and establish professional relationships

**Indicators:**

2.1 appropriate communication with children and colleagues is established competently

2.2 appropriate professional relationships with children and colleagues are established positively

**Ngā Pātai Arotahi (Focus Questions):**

In what ways and for what purposes do teachers communicate …with children? …with colleagues?

How do teachers establish/maintain professional relationships …with children? …with colleagues?

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**Associate teacher feedback to student teachers**

Student teachers are encouraged to seek and act on feedback provided by their associate teacher during their school placement to support their developing understanding of and confidence in their role as a teacher.

At the conclusion of the two-week placement, associate teachers are asked to fill out and submit the electronic Completion Form located at this link… [https://www.forms.auckland.ac.nz/en/public/Education/introduction-to-practicum--completion-form---bachelor-of-educati.html](https://www.forms.auckland.ac.nz/en/public/Education/introduction-to-practicum--completion-form---bachelor-of-educati.html)

The form is submitted electronically to the FOESW Practicum Office and a copy of the Completion Form is automatically emailed to both the associate teacher and student teacher.

**Associate teachers** - Please discuss your written feedback comments with your student teacher and help them to identify aspects of their practice to work on prior to and/or during their EDPRACM 101 practicum.
**Student Teacher Required Tasks**

*Ensure you retain your notes for reference during EDUC 119 and EDPRACM 101*

### Task 1. Make note of different ways that you notice teachers interacting with children, both within and beyond the classroom.

### Task 2. Arrange with your associate teacher (and other teachers, if possible) to watch, on at least two occasions, specific ways the teacher interacts with individuals/groups to support their learning.

- **Record** brief notes about the interactions you see...
  - What links with theory from your EDUC 119 course can you identify?
- **Share** with the teacher what you observed in each interaction and what you think was happening.

### Task 3. Wherever possible, use opportunities to get to know learners and support your associate teacher by working alongside children to promote learning.

- **When working with children**, ensure you are aware of the learning purpose and seek to promote children’s learning accordingly.
- **Following your interactions**, discuss with the teacher your responses to these questions...
  - Do you think you have made a difference for children’s learning? How? Why?
  - What links with theory from your EDUC 119 course can you identify?
  - What are you learning about...
    - interacting with diverse learners?
    - promoting children’s learning?
- **Record key points from your discussion**.

### Task 4. In consultation with your associate teacher, select an appropriate Maths game/activity to teach to a small group of children.

- **Ask for feedback** from your associate teacher about your use of voice (e.g. tone, expression, volume), confidence/presence, and fluency when reading.
- **Implement the feedback** you receive next time you read aloud to the class. Ask for more feedback, and implement… build your confidence and capability!

### Task 5. In consultation with your associate teacher, select an appropriate Maths game/activity to teach to a small group of children.

- **Plan** carefully what equipment you will need, how you will teach the game/activity, and how you will manage the group during the session.

- Following the session, **discuss** with your associate teacher...
  - What went well? Why?
  - What do I need to do better next time?
  - What have I learned about my role as teacher?

### Task 6. During at least one lesson, note strategies you see your associate teacher using to maintain children’s interest and engagement in learning.

- **Record** (using the template posted on Canvas)...
  - What does the teacher say/do?
  - How do the children respond?
  - What does this mean to me?

- **Discuss** what you noticed with the teacher.
  - Which strategies are effective in engaging particular learners in this classroom? Why?

### Task 7. Each week...

- **Seek feedback from your associate teacher** about your ability to communicate and establish professional relationships with children and colleagues.

- **Discuss and record**...
  - progress you have made
  - aspects you need to develop further
  - identify how you will develop identified aspects

- **Record** reflective comments about your progress ...
  - What have I learned about my ability to communicate and use language effectively when interacting with children? colleagues?
  - What have I learned about establishing professional relationships with children? colleagues?

### Task 8. In consultation with your associate teacher plan and teach a Te Reo Māori lesson.

- **Ask your associate teacher for feedback** to help you refine and improve your lesson.

### Task 9. At the end of the placement, record your response to each question...
  - What have I learned about the role of the teacher?
  - What have I learned about myself?
  - What actions will I take as a result of my learning?
Ngā Pānga Ngaio (Professional Relationships): Student teachers must demonstrate professional behaviour and responsible practice through all of their school/practicum experiences. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections entitled ‘Practicum Placements’ (p.17) and ‘Confidentiality on Practicum’ (p. 20) - refer www.education.auckland.ac.nz/uoa/home/about/programmes/programme-handbooks.

Student teachers should also refer to the Teaching Council’s Ngā Tikanga Matatika, Ngā Paerewa (Code of Professional Responsibility and Standards for the Teaching Profession) - refer https://www.educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf. Student teachers are expected to be fully involved in the corporate life of the school and demonstrate collaboration with others, equitable practices, and positive involvement. They should preserve confidentiality at all times.

Te Ū ki te Ngaiotanga (Professional Conduct): Student teachers are expected to:

- attend school for at least eight hours each day - the starting and finishing times to be negotiated with the associate teacher (usually between 8.00am – 4.00pm), although commitment to staff and team meetings may extend this on some occasions
- remain after school for sufficient time to help with preparation and to discuss the day’s programme with the associate teacher
- give the associate teacher positive support at all times
- act as a junior professional colleague, including accompanying the associate teacher on duty, and modelling appropriate language and behaviours (e.g. turning off mobile phone during the school day)
- avoid extremes of fashion and be conservative in appearance when first arriving at school – student teachers should discuss with their associate teacher the school dress code and professional expectations
- demonstrate awareness of professional and ethical boundaries
- avoid situations where they may be left alone with a child or initiate physical contact with children
- refrain from borrowing or taking teachers’/school property or records from the school without permission
- contribute to morning tea and other expenses as required (e.g. photocopying)

Ngā Kaupapa Here o te Kura (School Policies): Student teachers should become familiar with school policies, particularly those about:

- school values and expectations
- publication of children’s images and work
- use of ICT – student teacher and children
- fostering positive behaviours
- children’s safety
- physical contact/being alone with pupils

Te Ngaronga (Absences): Student teachers who are unable to attend school because of illness or unexpected emergency must notify their school before 8.00am, and also notify the Practicum Office.

- selina.gukibau@auckland.ac.nz (Epsom)
- sharna.mckenzie@auckland.ac.nz (Tai Tokerau)

Absences may indicate that further in-school experience is necessary before continuing to EDPRAC M 101.

Te Ngaronga Motuhake (Special Leave): Special leave (i.e. other than sick leave) must be applied for through the appropriate Huarahi Māori practicum co-ordinator.

Te Tiaki i te Matatapu (Confidentiality on Practicum): Student teachers should familiarise themselves with and adhere to school policies relating to confidentiality and the Privacy Act, and preserve confidentiality at all times (refer to the Bachelor of Education (Teaching) Handbook, p. 20).