Introducing

Curriculum subject

Lecturer

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ASSOCIATE TEACHER

SCHOOL
AIMS OF PRACTICUM

Thank you for hosting one of our pre-service teachers. Practicum is seen as a central and essential component of the Graduate Diploma in Teaching (Secondary) programme. It is the focus of EDPRAC 608. The practicum provides the environment for pre-service teachers to use an evidence-based approach in order to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts.

All pre-service teachers are required to complete supervised observation and teaching in different schools.

The main aims of practicum are for pre-service teachers to:

• Gain an understanding of the depth, complexity and constraints of school environments;
• Contextualise and integrate the Faculty of Education learning in a school environment;
• Bring insights from their experiences in school settings to their Faculty of Education studies;
• Practise and receive feedback regarding their teaching performance;
• Consider and reflect upon their own and others’ professional practice (teaching).

These five aims are linked. Whilst many students are keen to teach as much as they can, this may be to the detriment of their practice if doing so deprives them of the time to reflect upon what they are achieving or to actively observe and analyse the practice of others. They should strive for a balance of personal teaching, observation and reflection.

LEARNING OUTCOMES FOR PRACTICUM FOR PRE-SERVICE TEACHERS IN THE GRADUATE PROGRAMME

Preservice Teacher Learning Outcomes for Practicum 1

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
3. Implement personal goals that enhance professional development.
4. Establish and demonstrate professional, ethical professional relationships in educational settings.
5. Show how their learning and practice meets the Code of Professional Responsibility and Standards for the Teaching Profession.

PRACTICUM 1 (25 March – 24 May, 2019)

Expectations for Practicum 1

The focus of this practicum will be on school context and developing positive professional relationships with students and colleagues. The focus of this practicum is to enable pre-service teachers to develop their ability to plan, implement, assess, evaluate and reflect on their teaching practice in a sustained way in the context of their teaching subject(s). Personal goals will be developed through feedback from observations and advice and guidance from ATs.

Preservice teachers are expected to:

• Be at school for the duration of the school day (8.15am – 3.30pm at least)
• Work collegially with 2 or 3 associate teachers (some for more than one class);
• Work collegially with one associate teacher in a form teacher role and duty roster role;
• Attend briefing regarding the school’s pastoral and school management policies;
• Take opportunities to develop an understanding of the school structure and the roles of the key staff;
• Complete, as appropriate, the tasks set by Faculty of Education lecturers;
• Observe a range of lessons (e.g. if possible, follow a junior class for a day, see ATs teach other classes or teachers in other learning areas), and possibly, move towards team teaching and individually teaching groups of students. Teaching a full lesson independently is not a requirement, but allowable should the AT and PST find it appropriate.
- Attend full staff meetings and department meetings, as appropriate, although perhaps not all of them over the 7 weeks;
- Complete a timetabled observation/teaching load of approx 12–15 hours/periods a week (3 classes);
- Build up from teaching part-lessons, to single lessons, to teaching 2 or 3 sequences of 2-3 lessons with each class during the practicum. Ideally follow a pattern of observe, teach a lesson, observe, teach a couple of lessons, observe again, then teach a sequence of lessons, including further opportunity for observation;
- Have organised practicum documentation that is accessible and professionally maintained;
- Provide associate teachers with full lesson planning in a time agreed before a class is taught;
- Seek oral and written feedback from associate teachers on lessons taught;
- Engage with advice and guidance on a weekly basis (approximately 1 hour).

**PRACTICUM 2 (29 July – 13 September 2019)**

The focus of this practicum, in a school different from Practicum 1, is to enable pre-service teachers to fully demonstrate their ability to plan, implement, assess, evaluate and reflect on their teaching practice in a sustained way. This practicum builds on expectations and learning of Practicum 1.

**Preservice Teacher Learning Outcomes for Practicum 2**

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
3. Implement personal goals that enhance professional development.
4. Establish and demonstrate professional, ethical relationships in educational settings.
5. Show how their learning and practice meets New Zealand Education Council Graduating Teacher Standards.

In addition to the minimum expectations for Practicum 1, and after an initial period of observation, pre-service teachers are expected to:

- Increase observation/teaching to approximately 15-18 hours/periods a week once again following a pattern of observe, teach a lesson, observe, teach a couple of lessons, observe again, then teach a sequence of lessons, including further opportunity for observation;
- Build up to teaching several sequences of 3-4 lessons with each class during the first five weeks of the practicum.

In the final two weeks of the practicum:

- Demonstrate personal pedagogical practice in curriculum planning and teaching as acknowledged of a beginning teacher;
- Take responsibility for the teaching of classes;
- Carry out the full duties expected of a beginning teacher (e.g. form teacher role, playground duties).
Associate Teacher Guidelines

The following guidelines express the Faculty of Education expectations of associate teachers.

These things help acculturate the pre-service teacher into professional practice:

- Accept the pre-service teacher as a respected (even though inexperienced) colleague. Please don’t underestimate how important it is to their experience that they feel a welcome member of your class and department.
- Introduce the pre-service teacher to the class as a visiting teacher;
- Provide the pre-service teacher with a class roll and/or seating plan;
- Share a copy of the department scheme and class programme with the pre-service teacher;
- Discuss the characteristics and capabilities of your class and work covered to date;
- Give the pre-service teacher as much notice of future lessons as possible so that there is time for research and thorough preparation;
- Ask the pre-service teacher about the pressures from their other teaching responsibilities and balance requirements accordingly;
- Provide the pre-service teacher with a copy of student texts/resources for the duration of the practicum;
- Assist the pre-service teacher with planning by discussing approaches and resources that you might use in teaching popular topics;
- Support, after consultation, a pre-service teacher’s attempts to try styles and approaches different from your own;
- Provide written constructive feedback on lessons taught and provide advice and guidance on a weekly basis (approximately 1 hour) – the most helpful type of feedback is most often that which provides the pre-service teacher with data about the lesson from which conclusions can be drawn and new goals set;
- Complete the mid-practicum and summative Associate Teacher Reports before the end of the practicum and discuss with the pre-service teacher.

WE RECOGNISE HOW BUSY ASSOCIATE TEACHERS ARE, BUT PRE-SERVICE TEACHERS’ PROFESSIONAL GROWTH IS ENHANCED WHEN TIME IS SET ASIDE TO DISCUSS THEIR EXPERIENCES AT YOUR SCHOOL

Associate teachers have a right to expect certain professional attitudes from pre-service teachers:

- Reliability, especially in meeting commitments to teach;
- Regularity and punctuality of attendance;
- Commitment, enthusiasm and initiative;
- Active observation of lessons, taught by associate teacher;
- Ethical conduct that does not undermine the status of the associate teacher;
- Willingness to consider advice and accept evaluation;
- Co-operation as a member of a team;
- Realisation that associate teachers are busy people and that their prime responsibility is to the education of their students;
- Sharing of lesson plans for all lessons the preservice teacher undertakes to teach.

ASSOCIATE TEACHER REPORTS

Make time to discuss the completed Associate Teacher Report with the pre-service teacher at the time of writing. The pre-service teacher is to return the report to the Faculty of Education in a timely manner.

Thank you, once again, for your time and commitment to working with our pre-service teachers.