Requirements/expectations of

Associate Teachers
Professional Supervisors
Student Teachers
during practicum

The monitoring, guidance, and assessment of student teachers’ professional growth is a collaborative process.

While the professional supervisor has overall responsibility for the assessment of the specific learning outcomes (Education Council, 2017), the Faculty of Education and Social Work recognises that the associate teacher undertakes the day to day mentoring of the student teacher.

Communication and liaison between the student teacher, associate teacher and professional supervisor is therefore critical.
The Associate Teacher’s role

The associate teacher extends to the student teacher the courtesies expected for adult learners and junior professional colleagues. This includes:

- **providing an introduction** to the class and a space in the classroom that communicates his/her professional status
- **creating opportunities** for the student teacher to meet the specific requirements of the practicum period while taking into account the class programme and the student teacher’s stage of development
- **modelling** quality teaching and learning practice and demonstrating knowledge of: how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- **gaining understanding** of the specific practicum requirements
- **providing a plan** for the student teacher to observe, teach, and discuss the classroom programme; including short and long term planning, preparation, marking, administration, and assessment and evaluation
- **liaising** with the professional supervisor
- **providing opportunities** for the student teacher to try out new ideas, reflect upon his/her practice, and to be actively involved in his/her own learning
- **providing regular oral and weekly written feedback** on the student teacher’s teaching throughout the practicum in order to guide the student teacher’s ongoing professional learning
- **providing samples** of planning appropriate to the specific practicum requirements and aligned with classroom/school expectations
- **negotiating assigned times** outside class hours for regular discussions relating to the practicum.
- **helping** the student teacher to interpret what s/he sees and what s/he does
- **checking the** student teacher's planning file and ensuring that ownership of planning work is clearly identified
- **discussing and documenting** areas requiring attention
- **contacting** the professional supervisor and/or the EDPRAK Course Co-ordinator if the student teacher is experiencing difficulties or is in need of additional support
- **participating** in the summative assessment process
- **making recommendation** to the professional supervisor regarding a pass/fail for the practicum
- **providing evidential comments for the assessment report** and discussing these with the student teacher and professional supervisor at the end of the practicum
The Professional Supervisor’s Role

The professional supervisor has overall responsibility for the assessment of the specific learning outcomes during the practicum (Education Council, 2010).

The professional supervisor is the Faculty of Education and Social Work’s representative for liaison with principals, practicum coordinators, associate teachers and student teachers prior to, during and after the practicum placement. This includes:

- **being** an advocate for quality teaching practice that is based on current theory and research

- **contributing** to student teacher professional learning during the practicum placement by modelling quality teaching and learning practice including knowledge of: how people learn; effective planning, programming and student assessment practices; and effective interpersonal and communication skills

- **collaborating** with associate teacher(s) and other school-based staff to ensure effective and coordinated support, guidance and developmental opportunities are provided to student teachers

- **maintaining** contact with, and undertaking a number of visits to, the student teacher depending on the structure of the particular practicum. These contacts may include:
  - liaison which generally involves speaking to the student teacher and associate teacher about expectations and progress; and/or
  - observation of teaching and completion of an observation report; and/or
  - a mentoring session which aims to more fully facilitate student teacher learning during the practicum; and/or
  - facilitation of peer learning: which aims to encourage students to support each other’s development as research-informed inquiry-based practitioners; and/or
  - the professional conversation (summative assessment triadic discussion) between associate teacher, student teacher and professional supervisor.

*Note: When more than one student teacher is in a school the professional supervisor may at times work with the student teachers as a group to facilitate peer learning.*
The professional supervisor extends to the student teacher the courtesies expected for adult learners and junior professional colleagues.

This includes:

- **ensuring** that email contact is established and maintained with the student teacher (the student teacher should initiate this)
- **encouraging** the student teacher to try out new ideas, reflect upon his/her practice, and to be actively involved in his/her own learning
- **enhancing** the student teacher’s professional learning through informal discussion and written feedback following classroom observations (in person and/or via email/phone) and evidence-based focused written feedback following classroom observation(s), as required for the specific practicum (refer PS notes)
- **confirming with the associate teacher** that the student teacher’s planning files meet school expectations aligned with faculty requirements (as outlined in the specific practicum brief)
- **checking the student’s reflections and observation documents** meet the specific practicum requirements
- **providing feedback** on the student’s early reflection and observation work during the practicum. Refer concerns related to the student’s reflection and observation work to the EDPRAC Course Co-ordinator.
- **discussing and documenting** areas requiring attention
- **facilitating** the summative assessment process
- **ensuring that all sections of the assessment report are completed** and discussed with the student teacher at the end of the practicum
- **liaising with the EDPRAC Course Co-ordinator** when there are concerns regarding the student’s progress during the practicum

**For all assessed practica:**
- It is the student teacher’s responsibility to make first contact with their professional supervisor;
- The professional supervisor should make contact during the first week to arrange an initial visit;
- At the time of the initial visit, arrangements should be made for observation visit/s and the final professional conversation;
- Where contact has not been achieved during the first week, student teachers should email or phone their professional supervisor.
Preparing beginning teachers who are ready to develop as:
“effective teachers... reflect on the impact their teaching has on learning....ability to teach at particular levels....relationships .... enthusiastic learners....collegial and co-operative .... initiative, imagination, and innovation.... accept advice and know when to ask for it”

(MOE &NZTC, 2011).

### Overview of BEd (Tchg) Primary practicum courses

<table>
<thead>
<tr>
<th>Observation</th>
<th>Assessment, Planning, Teaching</th>
<th>Reflection, Professional Learning</th>
<th>Relationships, Professional Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Differentiating for the needs of individual learners</td>
<td>o Demonstrating practice reflective of an emerging beginning teacher</td>
<td>o Developing effective pedagogical practice that optimises children’s learning</td>
<td>o Assessment information informing planning and teaching</td>
</tr>
<tr>
<td>o Exploring the teacher’s professional role</td>
<td>o Developing skills of observation and planning</td>
<td>o Reflection on personal practice</td>
<td></td>
</tr>
</tbody>
</table>

...research-informed inquiry-based practitioners
Student Teachers’ Professional Conduct and Expectations

- **being fully conversant** with the particular practicum course brief, expectations and requirements
- **being fully prepared** for the practicum placement in terms of class attendance, pre-practicum tasks, contact with the school and professional supervisor
- **complying with** school policies, procedures and the school’s professional expectations of staff
- **interacting professionally**, ethically and responsibly with school staff, students, parents and whānau
- **respecting** the constructive professional advice and personal effort provided by school colleagues, the associate teacher and professional supervisor
- **communicating** in a professional and timely manner when there is a concern to be discussed

Student teachers are therefore expected to:

- contact the associate teacher/school before practicum commences to confirm placement requirements e.g. reporting on first day, parking, dress code
- forward their Ko wai au to their associate teacher before the practicum placement begins, and to their professional supervisor prior to beginning work with them
- attend school for at least eight hours each day to meet the expectations of the practicum. The starting and finishing times are to be negotiated with the associate teacher (usually between 8.00am - 4.00pm), although commitment to fulfil the full-class-responsibility component of the practicum, staff and team meetings may extend this
- ensure they make time available to seek guidance from and discuss their learning and development with their associate teacher
- give the associate teacher positive support at all times
- avoid extremes of fashion and be conservative in appearance when they first arrive at school. Student teachers should seek information about school expectations for professional dress and practices
- avoid situations where they may be left alone with a child
- avoid any situation where they would be in bodily contact with a child
- refrain from borrowing or taking teachers’ property or school records from the school without permission
- contribute to tea money and related expenses as required (e.g. photocopying)
- demonstrate awareness of professional and ethical boundaries
EDPRAC 101
Student teachers are required to demonstrate their ability to take full responsibility for the learning programme for one day during EDPRAC 101, in collaboration with and under the supervision of the associate teacher.

EDPRAC 201
Student teachers are required to take full responsibility for the learning programme (i.e. organising, managing, planning for and teaching the class) for a minimum of seven consecutive days.

EDPRAC 305
Student teachers are required to take full responsibility for the learning programme for a minimum of 15-20 consecutive days.

- Using communication to establish and maintain effective professional relationships
- Demonstrating effective pedagogical practice that is informed by theory, research, practice and a personal philosophy
- Consistently demonstrating and reflecting upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand
- Considering and responding to contextual factors when creating and sustaining purposeful learning environments

Important 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 the 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.
## Faculty of Education and Social Work Practicum Contacts

### Epsom & Southern Campus

<table>
<thead>
<tr>
<th>Phone (09) 623 8899</th>
<th>Judy Robinson</th>
<th>Ext: 48891</th>
<th>Office: H 211x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum Manager (Administration)</td>
<td>Email: <a href="mailto:judy.robinson@auckland.ac.nz">judy.robinson@auckland.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Sandra Chandler</td>
<td>Ext: 48129</td>
<td>Office: H 105</td>
<td></td>
</tr>
<tr>
<td>EDPRAC 101 Course Co-ordinator/Co-director of Primary Programmes</td>
<td>Email: <a href="mailto:s.chandler@auckland.ac.nz">s.chandler@auckland.ac.nz</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jill Murray</td>
<td>Ext: 48454</td>
<td>Office: H 108</td>
<td></td>
</tr>
<tr>
<td>EDPRAC 201 Course Co-ordinator/Co-director of Primary Programmes</td>
<td>Email: <a href="mailto:j.murray@auckland.ac.nz">j.murray@auckland.ac.nz</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vivienne Mackisack</td>
<td>Ext: 48347</td>
<td>Office: H 112</td>
<td></td>
</tr>
<tr>
<td>EDPRAC 305 Course Co-ordinator</td>
<td>Email: <a href="mailto:v.mackisack@auckland.ac.nz">v.mackisack@auckland.ac.nz</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tai Tokerau Campus

<table>
<thead>
<tr>
<th>Phone (09) 470 1000</th>
<th>Judy Taingahue</th>
<th>Ext: 47021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Co-ordinator</td>
<td>Email: <a href="mailto:j.taingahue@auckland.ac.nz">j.taingahue@auckland.ac.nz</a></td>
<td></td>
</tr>
<tr>
<td>Sharna McKenzie</td>
<td>Ext: 47020</td>
<td></td>
</tr>
<tr>
<td>Practicum Administrator</td>
<td>Email: <a href="mailto:Sharna.mckenzie@auckland.ac.nz">Sharna.mckenzie@auckland.ac.nz</a></td>
<td></td>
</tr>
</tbody>
</table>

### References:
