Bachelor of Education (Teaching) Primary
Introduction to Practicum

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 is followed by a five-week assessed practicum, EDPRAC 100, in Semester 2 (20 July – 21 August). Student teachers will remain with the same class for both placements.

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 specific focus on:
- the teacher’s role
- communication and professional relationships

Students will also start to become familiar with
- school and classroom organisation

During this placement, student teachers need to be encouraged to observe carefully, and to think about and discuss what they have seen, heard, and experienced, particularly in relation to the tasks outlined in this leaflet. While documentation is required for each task, most written work should take place outside of class time. Student teachers should use all opportunities to interact with children and be fully involved in class and school programmes.

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 required to provide written comments about student teacher progress and submit the electronic Completion Form located at this link…

Associate teachers, please discuss your Completion Form comments with the student teacher and help them to identify aspects of their practice to work on prior to and/or during their EDPRAC 100 practicum.

NB – Please ensure that email addresses for the associate teacher and student teacher are included in the Completion Form so that both receive a copy.

Faculty of Education and Social Work (FOESW) Contacts

<table>
<thead>
<tr>
<th>Epsom Campus/South Auckland Campus</th>
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<tr>
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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

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?

Task 1

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 EDPROFST 102 course can you identify?

Make a time to share with the teacher what you observed in each interaction. Talk about what you think was happening.

Discuss the purpose of each interaction…
- How do teachers know what children need to learn?
- How does this information shape the way teachers interact and work with diverse learners?

Record a summary of your discussion.

Task 2

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 EDPROFST 102 course can you identify?
- What are you learning about
  - interacting with diverse learners?
  - promoting children’s learning?

Record key points from your discussion.

Task 3

Note strategies you see your associate teacher using to maintain children’s interest and engagement in learning during at least one lesson.

Record (use the template posted on Canvas, if you wish)
- What does the teacher say/do?
- How do the children respond?
- What have I learned?

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

Record a summary of your discussion.

Task 4

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 children's learning?
- What actions will I take as a result of my learning?
Focus 2: Demonstrate an ability to communicate and establish professional relationships

**Indicators:**
1. Appropriate communication with children, colleagues and parents/whānau is established competently
2. Appropriate professional relationships with children and colleagues are established positively

**Focus Questions:**
In what ways and for what purposes do teachers communicate with… children? colleagues? parents/whānau?
How do teachers establish/maintain professional relationships with… children? colleagues?

**Task 5**

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

Ask questions of your associate teacher (and other teachers) to help you better understand what you have noticed. NB - Note your questions down and ask the teacher outside of class time!

Discuss with your associate teacher (and other teachers in the school) what you have begun to understand about the teacher’s role.
Record key ideas from your discussions.

**Task 6**

In consultation with your associate teacher, select an appropriate book and read aloud to the class on more than one occasion.

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 7**

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?
Record key points from your discussion.

**Task 8**

Seek feedback on a daily basis from your associate teacher about your ability to communicate and establish professional relationships with children and colleagues.

Each week…
Discuss and record using bullet points…
- 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?
Professional Conduct and Expectations of Student Teachers in Schools

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)

Professional Expectations: Student teachers must demonstrate professional behaviour and responsible practice during all of their school/practicum experiences. 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. Student teachers should familiarise themselves with and adhere to school policies relating to confidentiality and the Privacy Act, and preserve confidentiality at all times.

The Bachelor of Education (Teaching) Handbook provides detail in relation to these expectations, particularly the sections entitled ‘Practicum Placements’ and ‘Confidentiality on Practicum’ - refer www.education.auckland.ac.nz/uoa/home/about/programmes/programme-handbooks.

Student teachers should also refer to the Teaching Council’s Code of Professional Responsibility and Standards for the Teaching Profession - refer https://teachingcouncil.nz/content/our-code-our-standards.

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

Absences: Student teachers who are unable to attend school because of illness or unexpected emergency must notify their associate teacher and school before 8.00am, and also notify the Practicum Office…

- selina.gukibau@auckland.ac.nz (Epsom/South Auckland campuses)
- sharna.mckenzie@auckland.ac.nz (Tai Tokerau campus)

Absences may indicate that further in-school experience is necessary before continuing to EDPRAC 100.

Special Leave: Special leave (i.e. other than sick leave) must be applied for through the appropriate practicum co-ordinator. Applications for leave are completed online – please use the ‘Request for Leave from Primary Practicum’ online form.