Bachelor of Education
(Teaching) Primary
Specialisation

Practicum Brief: Part B

EDPRAC 305
Enabling Achievement:
Primary 3
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EDPRAC 305 – Enabling Achievement: Primary 3

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<thead>
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<tr>
<td>School</td>
<td>Name:</td>
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<td>Office Ph:</td>
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<td>Principal</td>
<td>Name:</td>
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<td>Associate teacher + Class Level</td>
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*During practicum, student teachers must have their student ID cards with them at all times.*

| EDPRAC 305 Part A/B: In-school and on-campus commitments |
|---|---|---|
| **PART A/B: In-school requirement** | **PART A/B: Practicum dates** | **PART A/B: Compulsory On-campus sessions** |
| 8 weeks assessed practicum including 10 - 15 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:** (5 weeks) For a period of 25 days during the period August 24 – September 25 2020 | • Wednesday 4 March 2020  
- Tai Tonga Campus  
  9.30am – 2.30pm  
• Friday 6 March 2020  
- Epsom Campus  
  9.30am - 2.30pm  
plus...2 x online sessions and... 4x on-campus sessions |

**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.

- All practicum related meetings on school sites are only able to include student teachers, Faculty of Education and school staff. **There can be no exceptions.**
SECTION ONE - Introduction

The final phase of this practicum is an opportunity for each student teacher to synthesise his/her 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's Standards'. 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 their teaching practice and determining their own professional growth.

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 in 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 305 Part B student teachers will be required to take full responsibility of the classroom programme for a period of 10 - 15 consecutive days*

Full responsibility 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 10 - 15 days that clearly shows a ‘flavour’ which is their own. This process however, must not compromise the intent and aim of the associate teacher’s long term plans.

*Details of a suggested ‘staged approach’ for taking on full responsibility can be found on pages 4 - 5 of this practicum brief.
Student teachers will be expected to take on the professional role of a teacher and fulfil the requirements this demands. With this in mind they will be expected to:

- demonstrate positive, professional relationships and effective communication with members of the school learning community
- manage and organise a class effectively to support quality learning
- make sound decisions based on children’s academic, social, emotional and physical needs
- use assessment as an integral part of planning and teaching
- use a variety of teaching approaches to meet the wide ranging needs of children
- demonstrate that their teaching is responsive, engaging, and purposeful over a sustained period of time
- participate in the corporate life of the school.

**Refining and consolidating practice after the full responsibility period**

Following the period of full responsibility it would be beneficial for student teachers to observe their associate teacher again. This will give them the opportunity to seek solutions and refinements to their own teaching practice.

Time set aside to pursue the following activities would also be useful:

- Discussion with a beginning teacher e.g. How to set up a new programme?
- Observe how children learn and operate within specialist programmes.
- Seek information regarding particular aspects of school policies and operations that are pertinent to provisionally registered teachers.
SECTION 2 – Full responsibility: a ‘staged’ approach

➢ FIRST STAGE: PREPARATION for FULL RESPONSIBILITY

Preparing to take full responsibility for a class for 10 – 15 consecutive days will require commitment, focus and a considerable amount of time spent on planning for teaching. You will need to be physically and mentally robust to complete this task effectively as teaching days will be long. The positive outcomes that will accrue from this endeavour will be worthwhile and invaluable. It is important to plan carefully with your associate teacher in order to build effectively towards your period of full responsibility.

Pre-practicum Organisation:

Ensure you have the following items in your digital practicum file:

- **Inquiry Task:** Identified one goal re addressing a “puzzle of practice”* and prepared a DRAFT action plan (refer p.7 of the Practicum Brief for further information).
  
  *This could be one of your ‘next steps’ from EDPRAC 305 Part A

- A list of questions/matters to discuss with associate teacher

- Your provisional teaching philosophy (bullet points acceptable)

➢ SECOND STAGE: WEEK ONE

Re - Introduction to the class

It is expected that you will begin taking on general classroom responsibilities (e.g. lunches, room set up, daily organization information on active board, taking the roll) and the teaching of small groups/whole class lessons as soon as you can.

During this week you should aim to:

- reconnect with individual learners; re-establish positive learning relationships with the class;
  
  re-establish your teacher presence; re familiarise yourself with the classroom culture, procedures and routines

- re-establish a positive working relationship with your associate teacher

- discuss assessment information about learners with your AT

- gather information about the class programme and use this and assessment data to begin preparing and planning for your 10 – 15 consecutive days of full responsibility during Weeks two to four

- engage in teaching (using your Associate Teacher plans) as soon as possible.

Teaching requirements should build rapidly so that by the end of this week you have responsibility for managing a whole morning and an afternoon session. It is suggested that you follow some of your associate teacher’s plans to assist you to re-familiarise yourself with the levels learners are working at and the procedures and organisation of the class.

‘Team teaching’ with your AT, with you taking on increasing responsibility for organizing and managing the children, is an approach you could use initially.

NB: During your practicum your associate teacher will be guided by both your needs and those of the class when determining the pace at which your teaching requirements are undertaken. This will help to ensure that teaching is a positive learning experience for everyone concerned.
➢ THIRD STAGE: WEEK TWO – ‘Shadow Week’ FULL RESPONSIBILITY

You could begin your period of full responsibility for the class in the second week. In some instances this might begin half way during this week.

During this week your associate teacher may take on a teacher-shadow/observer role and monitor you as you organise, manage and teach the daily programme reminding you of any procedures and/or areas that may need to be addressed.

In this way your associate teacher will act as an external voice for you while you become accustomed to increasing classroom responsibilities. In this way you will be guided towards achieving success in the area of classroom organisation, management and teaching.

➢ FOURTH STAGE: WEEK 3/ WEEK 4 - ‘Independent’ FULL RESPONSIBILITY

During these weeks you will need to take independent responsibility for the class.

➢ FIFTH STAGE: WEEK 5 – Conclusion phase

Refining and Consolidating Practice

As you near the completion of your period of “full responsibility” in Week 5, a team teaching approach is suggested where your role as “teacher” and your associate teacher’s role as observer will be reversed so that she/he can gradually transition back into the role of teacher.

If at all possible, some time during Week 5 could be set aside for you to have an opportunity to observe your associate teacher once again in order to seek solutions and refinements to your own teaching practice. Inquiry into aspects of school operations and policies and an examination of provisionally registered teacher's support systems might also be helpful. These activities will need to be negotiated with your associate teacher.
Assign requirements are designed to help you to create and sustain purposeful learning that enables achievement for all learners and to assist you to prepare for your beginning years as a provisionally certificated teacher (PCT). You are now required to take greater responsibility for designing and planning your own professional activity.

### EDPRAC 305 Part B: General practicum requirements

#### 1. Maintaining documentation

You are expected to maintain a high standard of documentation as would be required of a professional. We encourage you to continue to personalise your digital practicum file and/or hard copy folder and to organise these in a way that is meaningful for you but material must also be readily accessible to others. Your file/s must also be well-maintained. You need to be able to provide evidence that that you have gathered and considered assessment information about children and their achievement to inform your planning and teaching, and to differentiate for their needs. This evidence not only enables you to report on children’s learning but also allows you to share your own learning. For example, in preparation for your professional conversation, you will select appropriate examples from your digital practicum file and/or hard copy folder to demonstrate your achievement of the EDPRAC 305 Part B learning outcomes (inclusive of the related Standards).

* Please remember to seek your AT’s permission to collect any records.

The following information is likely to be included in clearly labelled sections of your digital practicum file:

- Class description, special features, organisation
- School and classroom setting – notes made in relation to completing EDPRAC 305 Part A Required tasks re Themes 1 – 4
- School policies/procedures as appropriate
- Short term (daily/weekly) planning
- Long term planning (lesson sequences) – complete with annotations and evaluative comments
- Assessment information and record keeping
- Associate teacher’s assessment information and planning e.g. term overviews/unit plans (copies)
- Focussed observations from EDPRAC 305 Part A
- Associate teacher’s observations/feedback, notes from discussions with your associate teacher
- Personal professional goal and action plan
- Reflective comments from EDPRAC 305 Part A
- FoEDSW information - practicum brief, Practicum Handbook, relevant handouts/notes
2. Discussions with principal and professional colleagues

It is anticipated that during each practicum the principal (or her/his representative) is able to meet with student teachers to discuss the broader dimensions of school life that impact on the teaching role. This discussion needs to occur during 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 and the ways the school makes connections with its community to support children’s learning
- the school policies/procedures relating to assessment (recording and reporting)
- the 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

3. Your philosophy of learning and teaching

Consolidate and revise your teaching philosophy at regular intervals as you engage in professional discussions about the important beliefs you have about learners and their learning and the actions you are taking/will take to support these beliefs. Keep this concise.

4. Inquiry Task: Addressing a “puzzle of practice”*

In alignment with the idea that being a professional 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, identify one area of your teaching practice that you are particularly curious about, or have a strong interest in improving. This could be one of your ‘next steps’ identified in your Part A Completion Form. This area of interest can be framed as a “puzzle of practice”.

Formulate an ‘Action Plan’ (see Goal template in CANVAS) outlining the steps you will take and the measures you will use to monitor your progress towards addressing this “puzzle of practice”.

During Week 1 of EDPRAC 305 Part B, discuss your Action Plan with your AT, seek her/his feedback and adjust your plan accordingly before implementing it during Weeks 2 - 5.

Near the end of Week 4 or 5, analyse/evaluate the evidence you have collected, including your progress notes, and identify future teaching implications.

*How you have gone about executing your Action Plan in order to address your ‘puzzle of practice’ will feature significantly in your “END of PROGRAMME PRESENTATION”.
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**

*Refer Guidelines for Focused Observations (Practicum Handbook, p.13)*

**Summary:**

During EDPRAC 305 Part A, you completed and documented specific observations that focused 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.

During the initial days of EDPRAC 305 Part B, you may wish to undertake further observations of particular learners and/or of your associate teacher teaching in particular curriculum areas as part of re-orienting yourself to this classroom context.

**The following questions may help you to decide which observations you need to conduct:**

- In what areas have significant changes occurred since your earlier time in the class/school?
- In what ways can you extend/build upon prior learning about your selected learners and adapt what you have learnt to consider other learners in the class?
- What do you need to observe again and for what purpose?
- What do you now need to know?
During EDPRAC 305 Part B, you will be involved in building towards taking **full responsibility for the classroom programme for a period of 10 – 15 consecutive days**. You will therefore be required to assess learners, plan for, teach and manage learners in small groups, larger groups and/or the whole class and evaluate learners’ learning and your own teaching in an ongoing manner.

### Assessing, planning, teaching and evaluating

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<th>Student teacher (ST) responsibilities</th>
<th>Suggested Associate teacher (AT) and Professional Supervisor (PS) responsibilities</th>
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</thead>
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<tr>
<td>• Re-familiarise yourself with planning expectations and the formats used in your practicum school.</td>
<td>• Provide your ST with examples of planning appropriate to the practicum requirements and aligned with classroom / school expectations e.g. long term plans; short term/weekly plans; lesson sequences; multiple groups planning grids.</td>
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<tr>
<td>• Document short term/weekly plans that are linked to longer term plans.</td>
<td>• Provide your ST with access to relevant assessment data.</td>
</tr>
<tr>
<td>• Provide documented evidence of assessment information you have gathered to inform your planning and teaching.</td>
<td>• Initially work collaboratively with your ST to support her/his planning e.g. to identify/discuss achievement objectives, learning outcomes/learning intentions, assessment strategies and ways to document assessments.</td>
</tr>
<tr>
<td>• Present all planning to your associate teacher well in advance of the teaching sessions to allow sufficient time for modification.</td>
<td>• Check that your ST is demonstrating an ability to adapt syndicate plans to the specific learning needs of learners in the class.</td>
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<tr>
<td>• On-going evaluation of learners’ learning and your own teaching should be part of your preparation and practice throughout your period of full-class responsibility. Analysis of learners’ assessment information will contribute to this process.</td>
<td>• Check that your ST is documenting both short and long-term planning.</td>
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<td>• Annotate your planning post teaching.</td>
<td>• Support your ST to work towards being responsible for class planning during the period of full responsibility.</td>
</tr>
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<td>• Assess, plan, teach, and evaluate in as many areas of the curriculum as possible including mathematics, reading and writing.</td>
<td>• Discuss with your ST his/her justifications for the teaching decisions that s/he has made.</td>
</tr>
<tr>
<td>• Unit plans developed by a syndicate/school should be re-worked by you to address learners’ needs and to incorporate your own ideas.</td>
<td>• Provide regular oral and written feedback on your ST’s teaching to guide her/his ongoing professional learning.</td>
</tr>
<tr>
<td>• Planning for teaching and learning should be manageable, concise and purposeful.</td>
<td>• Encourage your ST to try out new ideas and reflect on his/her practice.</td>
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REFLECTING ON PERSONAL PRACTICE

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. 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.

Reflected

Suggested AT and PS responsibilities

- encourage your ST to engage in ongoing professional discussions about his/her practice
- engage with your ST’s documented reflective discussions during the practicum
e.g. provide constructive feedback, ask questions that prompt critical thinking and further reflection.

Student teacher responsibilities

During EDPRAC 305 Part B… critical reflection will be a regular part of your practice

- retain notes from reflective discussions in your practicum file.
- share these with your professional supervisor and associate teacher throughout Part B.
- wider historical, social, political, and/or cultural contexts that influence your beliefs and practice should be examined at these times.

Towards the end of EDPRAC 305 Part B…

- write your final Reflective Summary about this practicum experience and what you have learned about preparing to be an effective Beginning Teacher
  - store this reflection in your digital practicum file and discuss it with your AT and PS

As you complete your final Reflective Summary, consider some of the following aspects of your teaching practice:

- How have your developing beliefs about learners and learning been confirmed or challenged?
- What do you now believe about learners and how they learn best and what this might mean for your future teaching practice?
- What you have noticed about the nature of ethical dilemmas you encountered and the factors that you considered when dealing with these?
- What does bicultural practice and differentiated learning mean to you?
- How successful have you been in providing purposeful learning for all learners?
- How would you justify the teaching strategies you have used?
- What you have noticed about the significance of relationships with both the learners and adults you have worked with in this school context?
- What do you now understand about the impact of social, cultural and political factors on the work of teachers?
- What action/s is required between now and the beginning of your first teaching position?
## SECTION FOUR: Learning Outcomes, Assessment Criteria & 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>
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</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 and 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  

**TCANZ’s Standards:**  
- Te Tiriti o Waitangi  
- Professional Learning  
- Professional Relationships  
- Learning-focused culture  

| 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 whenua 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 |

*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): Assessment Criteria & 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.

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<thead>
<tr>
<th>Learning Outcome 2.</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
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<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>
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<td></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>
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<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>
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<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 by assessment information to inform planning and teaching that promotes learning and achievement for the learners in the class</td>
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<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>
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<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>
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<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>
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<td>- implement appropriate strategies to create physical, emotional and cultural safety and provide a safe learning environment that reinforces school policy</td>
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<td>- enhance learners’ social and cultural competence by designing and monitoring activities that promote engagement, positive behaviour and a sense of belonging and self-worth</td>
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<td>- utilise the New Zealand Curriculum (MoE, 2007), school and policy documents effectively in planning and practice</td>
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<td>- take full responsibility for the teacher role planning, teaching and managing the learning programme in the associate teacher’s place for at least 10 -15 consecutive days.</td>
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**NOTE:** Planning must be presented to your AT in advance of teaching.
# Learning outcome (3): assessment criteria & 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>
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<tr>
<td></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>
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<td></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>
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<td></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>

**TCANZ’s Standards:**
- Te Tiriti o Waitangi
- Professional Learning
- Professional Relationships

**Key question (for STs)**
*In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?*
## Learning outcome (4): Assessment Criteria & 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 effectiveness of own responses to contextual factors in the school/community</td>
<td>4.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision-making and personal practice</td>
<td>Student teachers who demonstrate their understanding of contextual factors:</td>
</tr>
</tbody>
</table>
| Key question (for STs) | 4.2 legislative requirements and school policies are discussed and implemented | - demonstrate an understanding of the relationship between the classroom, school and community when making decisions about teaching, learning and assessment  
- demonstrate an understanding of social, cultural and political influences when making decisions about teaching, learning and assessment  
- 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  
- explain ways that Ministry of Education initiatives and school policies influence their own decision-making and practice, for example:  
  - parent/whānau/community expectations  
  - Government policy (e.g. priority learners; local curriculum)  
  - educational achievement of Māori  
  - equity and diversity |

**TCANZ’s Standards:**
- Te Tiriti o Waitangi
- Professional Learning
- Professional Relationships
The professional conversation

Notes for the student teacher:
The provisional assessment of your performance against the practicum learning outcomes (referenced to the Teaching Council, Aotearoa New Zealand’s 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

During EDPRAC 305 Part B:
- 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)
- 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 Standards)
  - your readiness for provisional certification as a teacher
- complete the student teacher self-assessment report 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.
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 EDPRAC 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 EDPRAC 305. Please refer to the Practicum Handbook and the EDPRAC 305 Brief regarding assessment of the learning outcomes (referenced to the Teaching Council, Aotearoa New Zealand’s 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 EDPRAC 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 being released at the end of the semester.
**EDPRAC 305 Part B: Summary of ‘key’ student teacher actions**

### Before EDPRAC 305 Part B, I have....

- completed 15 days of EDPRAC 305 Part A
- 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

**Inquiry Task:**
- Identified a ‘puzzle of practice’ and outlined my DRAFT plan for addressing this

- read this Practicum Brief and familiarised myself with:
  - the LOs for EDPRAC 305 Part B inclusive of the TCANZ’s Standards
  - the suggested “staged approach” to taking on full responsibility
  - the requirements for EDPRAC 305 Part B

### During EDPRAC 305 Part B, I have...

#### Observing, assessing, planning, teaching, evaluating

<table>
<thead>
<tr>
<th>Curriculum areas:</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>- collected, documented, analysed and discussed assessment information about learners with my AT to inform my planning and teaching</td>
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<tr>
<td>- planned, taught, and evaluated* lessons during blocks of the school day</td>
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<tr>
<td>*ongoing annotations and evaluative comments</td>
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<tr>
<td><strong>Weeks 2 – 4:</strong></td>
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<tr>
<td>- planned, taught, and evaluated* lesson sequences during my 10 - 15 days of full responsibility in the following curriculum areas.....</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*ongoing annotations and evaluative comments</td>
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<tr>
<td>- continued to collect, document, analyse and discuss assessment information about learners with my AT to inform my planning and teaching</td>
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<td>- documented my own short-term/weekly planning during Weeks 2 - 5</td>
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</table>

#### Managing the learning environment

- taken responsibility for managing the classroom learning environment and programme for 10 – 15 consecutive days of full responsibility

#### Reflecting on personal practice:

- reflected on my personal practice in an ongoing way and documented reflective discussions

#### Inquiry Task:

- executed my plan for addressing my ‘puzzle of practice’ inclusive of measures to monitor my progress

### Towards the end of EDPRAC 305 Part B, I have...

- discussed with the principal, and/or my AT and professional colleagues the broader dimensions of school life that impact on the teacher’s role
- made notes from these discussions where appropriate

**Inquiry Task:**

- evaluated my progress in relation to addressing my ‘puzzle of practice’

- reviewed my digital practicum file and/or hard copy folder to ensure all documentation is **organised, accessible and well-maintained**

- selected relevant evidence, prepared for and led my “Professional Conversation”

- completed my final Reflective Summary and discussed this with my AT and PS for feedback
<table>
<thead>
<tr>
<th>TCANZ’s Standards for the Teaching Profession:</th>
<th>Elaborations of the standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Te Tiriti o Waitangi partnership</strong> &lt;br&gt; Demonstrate commitment to tangata whenuata and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</td>
<td>• Understand and recognise of the unique status of tangata whenuata in Aotearoa New Zealand. &lt;br&gt; • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. &lt;br&gt; • Practise and develop the use of te reo and tikanga Māori.</td>
</tr>
<tr>
<td><strong>Professional Learning</strong> &lt;br&gt; Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</td>
<td>• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. &lt;br&gt; • 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. &lt;br&gt; • Engage in professional learning and adaptively apply this learning in practice. &lt;br&gt; • 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. &lt;br&gt; • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</td>
</tr>
<tr>
<td><strong>Professional Relationships</strong> &lt;br&gt; Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</td>
<td>• Engage in reciprocal, collaborative learning-focused relationships with: &lt;br&gt; - learners, families and whānau &lt;br&gt; - teaching colleagues, support staff and other professionals. &lt;br&gt; - agencies, groups and individuals in the community. &lt;br&gt; • Communicate effectively with others. &lt;br&gt; • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. &lt;br&gt; • Communicate clear and accurate assessment for learning and achievement information.</td>
</tr>
<tr>
<td><strong>Learning-focused Culture</strong> &lt;br&gt; Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</td>
<td>• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. &lt;br&gt; • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. &lt;br&gt; • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. &lt;br&gt; • Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. &lt;br&gt; • Create an environment where learners can be confident in their identities, languages, cultures and abilities. &lt;br&gt; • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. &lt;br&gt; • Meet relevant regulatory, statutory and professional requirements.</td>
</tr>
<tr>
<td><strong>Design for learning</strong> &lt;br&gt; Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</td>
<td>• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. &lt;br&gt; • 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. &lt;br&gt; • Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. &lt;br&gt; • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. &lt;br&gt; • Informed by national policies and priorities.</td>
</tr>
<tr>
<td><strong>Teaching</strong> &lt;br&gt; Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</td>
<td>• 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. &lt;br&gt; • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. &lt;br&gt; • 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. &lt;br&gt; • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. &lt;br&gt; • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. &lt;br&gt; • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</td>
</tr>
</tbody>
</table>
References


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Faculty of Education Practicum Contacts

<table>
<thead>
<tr>
<th>Epsom &amp; South Auckland Campus</th>
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<th>EDPRAC 305 Practicum Co-ordinators</th>
</tr>
</thead>
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<td>Practicum Placement Co-ordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Administration)</td>
</tr>
<tr>
<td>Tai Tokerau Campus</td>
<td>Judy Taingahue</td>
<td>Practicum Co-ordinator</td>
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<tr>
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<td>Sharna McKenzie</td>
<td>Practicum Administrator</td>
</tr>
</tbody>
</table>

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