Bachelor of Education
(Teaching) Primary
Specialisation

Practicum Brief

EDPRAC 101
The Professional Teacher: Primary 1

Semester 2, 2020
Important notes for student teachers

EDPRAC 101: Summary of student teacher requirements

The purpose of EDPRAC 101
Possible plan for completing EDPRAC 101 practicum requirements

Plan for completing EDPRAC 101 practicum requirements

Assessment of practicum
- The professional conversation

Learning outcomes, assessment criteria, and practice indicators

Overview of on-campus sessions

EDPRAC 101 Practicum requirements for student teachers
- Pre-practicum compulsory tasks
- Documentation requirements

Specific requirements: Observing
- Observation Focus 1: Developing familiarity with the classroom learning environment
- Observation Focus 2: The teaching process in specific curriculum areas
- Observation Focus 3: Noticing, recognising and responding to children’s learning

Specific requirements: Assessing, planning, teaching, evaluating and reflecting
- Sequences of lessons for small groups
- Sequences of lessons for large groups/whole class
- Weekly planning
- Full class responsibility

Developing awareness of the teacher’s role

Reflecting on personal practice
- Next steps for student teacher professional learning

Being of good character and fit to be a teacher

References
**EDPRAC 101 – The Professional Teacher 1**

<table>
<thead>
<tr>
<th>Student</th>
<th>Name:</th>
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<tbody>
<tr>
<td>School</td>
<td>Name:</td>
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<td>Office Phone:</td>
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<tr>
<td>Principal</td>
<td>Name:</td>
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<tr>
<td>Associate teacher + Class Level</td>
<td>Name:</td>
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<tr>
<td>Professional Supervisor</td>
<td>Name:</td>
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<td>Email:</td>
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### Overview of Practicum Courses in the BEd (Tchg) Primary

| Year 1 - EDPRAC 101 (15 points) | A four-week assessed practicum  
- 1 day of full responsibility for the learning programme |
|----------------------------------|---------------------------------------------------------------|
| Year 2 - EDPRAC 201 (15 points)  | A five-week assessed practicum  
- 7 days of full responsibility for the learning programme |
| Year 3 - EDPRAC 305 (30 points)  | Part A: A non-assessed three-week placement at the beginning of the school year  
Part B: A seven-week assessed practicum  
- 15-20 days of full responsibility for the learning programme |

### Important notes for student teachers

- **Attendance at on-campus lecture sessions...**  
  All EDPRAC courses consist of two components for student teachers: an on-campus taught component and a practicum placement in schools. Your on-campus lectures are structured to prepare you for your school practicum placement. These lectures are an important and integral part of preparing you for the practicum and your future as a professional teacher. In our experience, students who miss lectures are often inadequately prepared for their school practicum placement.  
  **We reserve the right to not allow you a school practicum placement where we determine that you are not sufficiently prepared.** This could result in failure of the practicum course in which you are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to contact their practicum course lecturer directly as soon as possible.

- **During practicum, student teachers must have their student ID cards with them at all times.**

- **Leave from practicum form...**  
  Should you require leave from practicum, you must apply in advance to your practicum coordinator using the form found at this link...  

- **All practicum related meetings on school sites are only able to include student teachers, university professional supervisors, and school staff. There can be no exception.**

- **English Language Skills Assessment: DELNA Requirements...**  
  Students who have not met this language requirement will **not be able to go out on their final practicum.** Further information please refer to the programme handbook...  
Before EDPRAC 101, I have…

- attended all EDPRAC 101 on-campus sessions
- read this Practicum Brief and familiarised myself with the LOs and requirements for EDPRAC 101
- organised my practicum documentation (hard copy and digital files) (p.11)
- completed Pre-practicum Compulsory Task 1 and uploaded this to my Ko wai au in my digital practicum file (p.11)
- contacted my associate teacher (AT) and professional supervisor (PS) by email, providing a link to my Ko wai au (Compulsory Task 2) (p.11)

During EDPRAC 101, I have…

**Observation Focus 1: Developing familiarity with classroom learning environment**
- documented information relating to the classroom environment (p.12)
- drawn and labelled a classroom plan
- discussed findings from observations and interactions with AT
- sought feedback about my communication and professional relationships

**Observation Focus 2: The teaching process in specific curriculum areas** (p.13)
- documented, analysed, & discussed at least 4 observations of my AT’s teaching

**Observation Focus 3: Noticing, recognising and responding to children’s learning**
- planned, taught, and evaluated lesson sequences for groups of learners in [Learning Area](p.15)
- planned, taught, and evaluated lesson sequences for groups of learners in [Learning Area](p.15)
- planned, taught, and evaluated a sequence of lessons with large group/class (p.15)

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

Reflecting on personal practice:
- maintained a weekly record of my professional development ‘Next Steps’
- reflected on my personal practice using the professional reflection framework (x 3)

Towards the end of EDPRAC 101, I have…

- completed one day of full responsibility for the learning programme (p.15)
- collated evidence that demonstrates I have met all LOs for the practicum (pp.6-9)
- contributed to my assessment for EDPRAC 101 during the professional conversation, including sharing and justifying three pieces of evidence re LO3
- completed my reflective summary and emailed this to my professional supervisor in preparation for my end-of-practicum debrief meeting (p.17)
- met with my professional supervisor for my end-of-practicum debrief meeting and had my final grade confirmed
The purpose of EDPRAC 101

EDPRAC 101 *The Professional Teacher* 1 builds upon learning from the student's two-week non-assessed 'Introduction to Practicum' school placement and has a specific focus on:

- appropriate communication and relationships
- developing the skills of observation and planning to inform emerging pedagogical practice that contributes to children’s learning
- implementing strategies for professional reflection and development
- developing understanding of the teacher's professional role and how this is affected by factors such as parent/whanau expectations, school policies, government policies and initiatives, and wider community influences

Student teachers are initially required to observe, plan, teach, assess, and evaluate single lessons and lesson sequences with small groups. They then work towards managing and teaching larger groups/the whole class before taking full responsibility for the learning programme for one day in collaboration with and under the supervision of the associate teacher, i.e. the student teacher organises, manages, plans for and teaches the programme drawing on the associate teacher’s planning, relevant assessment information, and established expectations/routines.

### Possible plan for completing EDPRAC 101 practicum requirements

<table>
<thead>
<tr>
<th>Practicum Week</th>
<th>Suggested student teacher (ST) activity</th>
<th>Associate teacher (AT) role</th>
<th>Professional Supervisor (PS) role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prac Week 1</strong></td>
<td>• Observation Focus 1 – discuss with AT • Observation Focus 2 – begin focussed observations and discuss with AT [and practicum peers] • Principal’s discussion completed - notes recorded in practicum file</td>
<td>Discuss practicum requirements with student teacher – plan how to meet these</td>
<td>Initial visit to meet AT, ST - clarify practicum requirements, and arrange time for observation visit</td>
</tr>
<tr>
<td>12-16 Oct</td>
<td>* Write first reflection at end of week (may draw on feedback from Observation Focus 1) – discuss with AT and email to PS for feedback</td>
<td>Share pertinent planning, class and school information</td>
<td>Provide feedback on ST’s first reflection (emailed to PS following end of Week 1)</td>
</tr>
<tr>
<td><strong>Prac Week 2</strong></td>
<td>• Complete Observation Focus 2 – discuss with AT • Observation Focus 3 – discuss with AT • Plan, teach, assess 1x Maths group • Plan, teach, assess 1x Reading group • Write second reflection</td>
<td>Regularly observe student teacher teach and provide written and oral feedback</td>
<td>PS visit to observe student teacher teaching, provide feedback, facilitate professional conversation</td>
</tr>
<tr>
<td>19-23 Oct</td>
<td>*Plan sequences of lessons for Week 3 for Maths and Reading groups + one other curriculum area</td>
<td>Make regular times to meet with student teacher to answer questions, discuss observations, provide planning support, and discuss progress</td>
<td>Record evidence re student teacher’s progress toward each LO in preparation for the professional conversation</td>
</tr>
<tr>
<td><strong>Prac Week 3</strong></td>
<td>• Teach, assess and evaluate sequences of lessons in Maths, Reading + one other curriculum area – seek feedback from AT • Manage blocks of time with whole class/large groups • Write third reflection</td>
<td></td>
<td>PS debriefs student teacher and completes final assessment report following the practicum</td>
</tr>
<tr>
<td>27-30 Oct</td>
<td>*Plan lesson sequences for Week 4 *Plan collaboratively with AT for one day of full teaching responsibility early in Week 4</td>
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<tr>
<td><strong>Prac Week 4</strong></td>
<td>• Teach, assess and evaluate sequences of lessons in Maths, Reading + one other curriculum area – seek feedback from AT • Manage blocks of time/half days with whole class • Take full responsibility for the learning programme for one day (e.g. Tuesday or Wednesday) • Write summary reflection prior to debrief with PS</td>
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<td>2-6 Nov</td>
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</tbody>
</table>
## Plan for completing EDPRAC 101 practicum requirements – as negotiated with AT

<table>
<thead>
<tr>
<th>Practicum Week</th>
<th>Student teacher activity</th>
<th>Associate teacher (AT) activity</th>
<th>Professional Supervisor (PS) appointments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<td><strong>12-16 Oct</strong></td>
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<td><strong>Week 2</strong></td>
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<td><strong>19-23 Oct</strong></td>
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<tr>
<td><strong>Week 3</strong></td>
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<td><strong>27-30 Oct</strong></td>
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<td>NB – Labour Day falls on 26 Oct (4-day week)</td>
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<tr>
<td><strong>Week 4</strong></td>
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<td><strong>2-6 Nov</strong></td>
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**NB** – This practicum brief and templates to support student teacher completion of practicum requirements are available to associate teachers at… [http://www.practicum-hub.auckland.ac.nz/](http://www.practicum-hub.auckland.ac.nz/)
Assessment of practicum

For successful completion of EDPRAC 101, student teachers will:

• attend all EDPRAC 101 on-campus sessions and complete both pre-practicum compulsory tasks
• complete all requirements of EDPRAC 101 outlined in this practicum brief
• demonstrate professional commitment to the role of teacher throughout the practicum
• engage in professional dialogue with their associate teacher and other colleagues throughout the practicum
• undertake focussed observations, discuss and analyse findings, identify and address ‘next steps’ to inform their own planning and teaching
• submit all planning to their associate teacher for approval well in advance of teaching sessions
• maintain professional documentation to a satisfactory standard, including observation focus tasks, planning, assessments, evaluations, reflections, ‘next steps’ summary
• utilise reflection on their own practice as a means to take action to refine and develop their teaching practice
• take full responsibility for the teacher’s role planning, teaching and managing the learning programme for at least one day
• prepare evidence to share during the professional conversation in relation to each learning outcome (refer pp. 6-9)
• contribute to their assessment for EDPRAC 101 during the professional conversation and their debrief meeting with their professional supervisor
• meet the four learning outcomes of EDPRAC 101 to the satisfaction of both the associate teacher and professional supervisor

The professional conversation  *Refer Practicum Assessment (Practicum Handbook, pp.18-19)

Towards the end of the practicum, the student teacher’s professional learning will be jointly assessed during a three-way professional conversation between the student teacher, the associate teacher, and the professional supervisor.

Before the professional conversation:

• the student teacher and associate teacher both prepare evidence of how the student teacher is progressing toward meeting the practicum learning outcomes

During the professional conversation:

• the student teacher, associate teacher, and professional supervisor each contribute their informed professional judgement of the student teacher’s work citing evidence in relation to the learning outcomes, as demonstrated through the assessment criteria
• while the professional conversation is facilitated by the professional supervisor, student teachers are expected to lead the discussion relating to Learning Outcome 3 - Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/NZ by referencing three pieces of evidence from the practicum to demonstrate their achievement, providing a brief justification for each

Following the professional conversation:

• The professional supervisor records the provisional assessment

The final decision about pass/fail will be made and recorded by the professional supervisor at the conclusion of the practicum based on evidence of achievement of the learning outcomes, including information shared in the professional conversation, and the student teacher’s practicum documentation.
**LEARNING OUTCOME 1**

**Demonstrate an ability to communicate and establish professional relationships**

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>How have I developed and enhanced my communication with learners and colleagues?</td>
<td>1.1 appropriate communication with learners and colleagues is consistently demonstrated</td>
<td>Student teachers who communicate appropriately…</td>
</tr>
<tr>
<td>How have I demonstrated my ability to build effective, positive professional relationships with learners and colleagues?</td>
<td>1.2 appropriate relationships with learners and colleagues are established and developed positively</td>
<td>• write, speak and read fluently and accurately in English or Māori</td>
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<tr>
<td><strong>GTS: aspects of 6</strong></td>
<td></td>
<td>• adjust their communications in consideration of purpose, context or learners’ needs (e.g. first language)</td>
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<td></td>
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<td>• use appropriate listening skills/body language</td>
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<td>• use te reo Māori authentically</td>
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<td>• reflect on their own communication with learners and colleagues and seek to develop and enhance their effectiveness as communicators</td>
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<td><strong>Student teachers who build appropriate, positive professional relationships…</strong></td>
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<td>• work collaboratively and positively, treating children and adults with respect</td>
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<td>• develop equitable relationships</td>
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<td></td>
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<td>• reflect on their own effectiveness in building relationships with learners and colleagues</td>
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<td>• seek feedback from their AT, and accept and act on advice given</td>
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<td>• demonstrate manaakitanga and tangata whenuatanga in interactions with learners and colleagues</td>
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</table>

**Evidence:**

**NB** - In addition to meeting the learning outcomes specified for the practicum, student teachers must demonstrate an acceptable level of English language competency. The professional supervisor and associate teacher must be satisfied that the student teacher’s written and spoken English meets the professional standards required of a New Zealand primary teacher.
<table>
<thead>
<tr>
<th>LEARNING OUTCOME 2</th>
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<tbody>
<tr>
<td>Demonstrate emerging pedagogical practice that contributes to children’s learning</td>
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</table>

### Key questions (for STs)
- As you observe, assess, plan, teach and evaluate children’s learning and your own teaching, consider:
  - What are different ways my associate teacher notices, recognises and responds to children to promote learning?
  - How effective was my teaching in contributing to children’s learning?
  - What have I learned about my learners and their learning?
  - What do I now understand about effective teaching practice?

### GTS: aspects of 1 2 4 5

### Assessment Criteria

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<tbody>
<tr>
<td>2.0</td>
<td>different ways of teaching to suit children’s interests, abilities and learning requirements are identified and discussed</td>
</tr>
<tr>
<td>2.1</td>
<td>planning is informed by:   - analysis of focussed observations and discussion about children’s learning, interests, and abilities   - relevant curriculum documents, theory, research and Ministry of Education initiatives</td>
</tr>
<tr>
<td>2.2</td>
<td>inclusive practices are identified when planning for learning</td>
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<tr>
<td>2.3</td>
<td>teaching/learning experiences that enhance children’s learning are carefully planned, implemented and evaluated</td>
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<tr>
<td>2.4</td>
<td>children’s learning is monitored, analysed and evaluated to inform subsequent planning</td>
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<tr>
<td>2.5</td>
<td>strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</td>
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</tbody>
</table>

### Practice Indicators

- Student teachers who demonstrate effective pedagogical practice:
  - arrange regular ongoing observations, of and by the associate teacher, and subsequent analysis and discussion of these
  - identify, discuss, and incorporate specific teaching approaches in lesson planning to suit children’s interests, abilities and learning requirements, guided by relevant curriculum documents, theory, research, and Ministry of Education initiatives
  - utilise tracking sheets to monitor aspects of children’s learning and use findings to inform planning that contributes to children’s learning
  - use opportunities to discuss and explore the relationship between assessment and planning
  - identify, discuss, and implement specific routines and positive management strategies with increasing consistency
  - evaluate and document the effectiveness of their own teaching in an ongoing manner by seeking feedback from their associate teacher, and identifying and addressing their ‘next steps’ in consultation with the associate teacher
  - begin to justify, evaluate, and reflect on personal practice with reference to theories of learning
  - take full responsibility for the teacher’s role planning, teaching and managing the learning programme for one day in collaboration with and under the supervision of the associate teacher

### Evidence:
### LEARNING OUTCOME 3

**Consider and demonstrate what it is to be an emerging professional teacher in Aotearoa/New Zealand**

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it mean to be a professional teacher in Aotearoa/ New Zealand?</strong></td>
<td>3.1 positive personal and professional requirements stipulated by the Education Council <em>Fit to be a Teacher Criteria</em> are demonstrated appropriately</td>
<td>Student teachers who demonstrate appropriate professional responsibilities…</td>
</tr>
<tr>
<td><strong>How have I demonstrated professionalism during this practicum?</strong></td>
<td>3.2. responsibilities to Māori learners are recognised and some implications for teachers’ practice are identified and discussed</td>
<td>• attend on-campus sessions</td>
</tr>
<tr>
<td></td>
<td>3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned and evaluated with support</td>
<td>• demonstrate their professional responsibility including using initiative, being consistently punctual and well-prepared</td>
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<td></td>
<td>3.4 opportunities for professional growth are recognised, actioned and reflected upon with beginning insight</td>
<td>• professionally document their involvement in teaching and learning</td>
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<td>• engage regularly in professional discussions, ask questions, accept feedback and critically reflect on their own practice</td>
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<td><strong>GTS: aspects of 7</strong></td>
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<td>• record notes from reflective discussions with the associate teacher in their practicum file and share these with the professional supervisor</td>
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<td>• reflect regularly on aspects of their own teaching, learning, and interactions with learners and colleagues that caused them uncertainty</td>
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<td>• complete at least three critical reflections using the framework provided, each focussing on an aspect of their personal practice – discuss these with their associate teacher and file in their practicum file</td>
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<td>• identify and address ‘next steps’ with support from the associate teacher</td>
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<td>• discuss with professional colleagues ways responsibilities to Māori learners have implications for teachers’ practice in a bicultural nation</td>
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<td>• understand and strive to meet the professional expectations and dispositions required by the Education Council, Aotearoa NZ</td>
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**Evidence:**
**LEARNING OUTCOME 4**

Discuss factors within the school/community context which impact the work of teachers

<table>
<thead>
<tr>
<th>Key questions (for STs)</th>
<th>Assessment Criteria</th>
<th>Practice Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles does a teacher have in the classroom? in the wider school?</td>
<td>4.1 the complex roles that teachers carry out within the class and wider school environment are explored</td>
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<tr>
<td>How do teachers work together?</td>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td>Student teachers who demonstrate their understanding of the work of teachers and contextual factors that shape this...</td>
</tr>
<tr>
<td>How do influences outside the classroom/school impact on the decisions teachers make about learning and teaching?</td>
<td></td>
<td>discuss with their associate teacher and professional colleagues the roles and responsibilities of teachers within the classroom and wider school context</td>
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<td></td>
<td>discuss with their associate teacher, professional colleagues and principal (or his/her designate) ways that social, cultural and political factors in this school context impact on the teacher’s professional role</td>
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<td>ask questions and make notes about aspects such as...</td>
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<td>- the teacher’s role/responsibilities within the school community</td>
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<td>- the school values and the way these are promoted and enacted</td>
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<td>- ways the school is inclusive of and responsive to diverse learners and their families/whanau</td>
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<td>- policies/practices in place to support educational achievement of Māori and Pasifika learners</td>
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<td>- current issues in education and their implications for teaching and learning</td>
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<td>- ways NZC Key Competencies are implemented in the school</td>
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<td>articulate their understanding of the impact of a range of contextual factors on teachers’ work (in the professional conversation and the reflective summary)</td>
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</table>

**GTS: aspects of 3**

**Evidence:**
<table>
<thead>
<tr>
<th>Week</th>
<th>In-class Content</th>
<th>Recommended Reading</th>
<th>Independent tasks (following lecture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Lecture 1: Practicum purpose and processes Belonging to the teaching profession - Myself as a teacher/as a learner - The relationship between teaching and learning</td>
<td>*Fraser &amp; Hill (2016) - Chapter 1 Developing classroom culture: creating a climate for learning</td>
<td>Reflective writing about your beliefs about teaching and what has influenced these (refer Practicum Brief, p.11) Read Practicum Handbook, pp. 4-10 (on Canvas) Read Practicum Brief pp.1-5</td>
</tr>
<tr>
<td>Week 10</td>
<td>Lecture 2: Being an effective teacher - Varying perspectives - Professional expectations <em>Teaching as inquiry</em> - Links to practicum requirements</td>
<td>*Fraser &amp; Hill (2016) - Chapter 2 How do people learn? Understanding the learning process</td>
<td>Listen to expert teachers at <a href="http://www.youtube.com/watch?v=kFkajGJ464e4">http://www.youtube.com/watch?v=kFkajGJ464e4</a> Peer discussion about your beliefs about teaching – complete writing for Pre-practicum Compulsory Task 1 Read Practicum Brief pp. 6-11</td>
</tr>
<tr>
<td>Week 12</td>
<td>Lecture 4: Effective observation - Analysing observations - Deliberate acts of teaching - Selecting an observation focus</td>
<td>*Fraser &amp; Hill (2016) - Chapter 12 Developing a community of learners</td>
<td>Read Practicum Brief pp.14-15 – note questions</td>
</tr>
<tr>
<td>Week 13</td>
<td>Lecture 5: Planning for teaching and learning - Noticing, recognising and responding to children’s learning - Components of planning - Practicum requirements</td>
<td>*Fraser &amp; Hill (2016) - Chapter 7 Planning with high expectations</td>
<td>Read Tataiako (MoE, 2011) – especially Entry to ITE expectations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Lecture 7: Reflecting on practice - Writing professional reflections - Identifying my own ‘next steps’ Setting up your practicum file</td>
<td>*Fraser &amp; Hill (2016) - Chapter 5 Engaging students in dialogue</td>
<td>Read reflection exemplars on Canvas Organise materials for practicum file – digital and hard copy (refer p.11) Read Practicum Brief pp.19</td>
</tr>
<tr>
<td>Weeks 16 &amp; 17</td>
<td>School Holidays/ UoA Mid-Semester Break</td>
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<tr>
<td>Week 18</td>
<td>Lecture 8: Expectations for student teachers on practicum - Professional relationships - Professional ethics - Practicum assessment</td>
<td>Groundwater-Smith, Ewing &amp; Le Cornu (2015) – Chapter 7 (on Canvas)</td>
<td>Set up practicum file (refer p.11) Identify tasks to be completed in Week 1 of practicum – ensure all materials for these are ready in practicum file</td>
</tr>
<tr>
<td>Week 19</td>
<td>Lecture 9: Practicum assessment and advice - Preparing for the Professional Conversation; selecting evidence - ST perspectives and advice</td>
<td>*Fraser &amp; Hill (2016) - Chapter 3 The work and artistry of teaching</td>
<td>Send email to associate teacher and professional supervisor before beginning practicum – include link to Ko wai au (refer Pre-practicum Compulsory Task 2, p. 11)</td>
</tr>
<tr>
<td>Week 20</td>
<td>On-campus session: Thurs, 8 Oct Practicum preparation</td>
<td></td>
<td>Bring your practicum brief Ensure your practicum files are set up (see page 11) - bring hard copy file</td>
</tr>
<tr>
<td>Weeks 21- 45</td>
<td>EDPRAC 101 (12 Oct- 6 Nov)</td>
<td>Reading as required to inform practice and reflection</td>
<td>Refer Practicum Brief for requirements and expectations during practicum</td>
</tr>
</tbody>
</table>

**Recommended Readings** - refer to Canvas for readings listed in **bold type**

* Recommended text available for purchase (hard copy or electronic copy) and also on Short Loan at Library – Fraser, D., & Hill, M. (Eds.). (2016). *The professional practice of teaching* (5th ed.). Cengage.
EDPRAC 101 Practicum requirements for student teachers

Practicum requirements are designed to help you to develop professional relationships and begin to understand the teacher’s professional role within the classroom and wider school context. They also assist you to gain knowledge, skills, and competencies to contribute to children’s learning, to positively manage the learning environment, and to reflect on and develop your practice.

Pre-practicum Compulsory Tasks

Both tasks must be completed to achieve a pass in EPRAC 101. Completion of these tasks will provide a basis for relationship building and professional discussions with your associate teacher and professional supervisor.

Compulsory Task 1 - contributes to LO3

Reflective writing about your beliefs about teaching and what has influenced these – approx. 350 words. Ask for feedback from a critical friend. Then upload your writing to your Ko wai au in your Google Docs digital practicum file.

Compulsory Task 2 - contributes to LO1 & LO3

Contact your associate teacher and professional supervisor by email prior to practicum to introduce yourself. Include an ‘invitation to edit’ your Ko wai au in both of these emails.

Practicum documentation requirements for student teachers

You are expected to maintain a high standard of documentation to provide evidence of meeting practicum learning outcomes and to demonstrate your professionalism as a teacher. You will use both digital and hard copy files to manage documentation on this practicum. A suggested organisation for your documentation will be shared on Canvas.

Digital documentation using Google Docs might include:

- the school and classroom setting – special features, organisation, policies and procedures, notes from discussions with principal, associate teacher, and other school colleagues (p.16)
- evidence of reflective practice – ‘Next Steps’ sheet, written professional reflections, reflective summary (p.17)
- own planning shared with associate teacher, with feedback comments attached, evaluation of teaching, planning for one day of full responsibility for the learning programme (pp. 14-15)
- copies of associate teacher’s assessment information, term overviews/unit plans, associate teacher’s planning - including short-term (daily/weekly) planning for the duration of the practicum and differentiated planning for groups (if these are shared digitally)
- evidence prepared for professional conversation, including three pieces of evidence demonstrating achievement of LO3 with a brief justification for each in relation to the assessment criteria (pp. 5-9)

Hard copy file might include:

- specific practicum tasks - including Observation Focus tasks (pp.12-13) if you choose to handwrite these
- own annotated planning – including lesson plans/sequences for groups and class, tracking sheets (pp. 14-15)
- associate teacher/professional supervisor observations and feedback (if handwritten), notes from daily discussions with associate teacher
- Faculty information – e.g. practicum brief, placement notification, relevant handouts and lecture notes
- resource materials developed/collection for personal teaching during practicum
Specific practicum requirements
Observing, planning, teaching, assessing, evaluating and reflecting

As stated in The New Zealand Curriculum (MoE, 2007, p. 34), “While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning”. The 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, provides the framework for the specific observation, planning, teaching, assessment, evaluation and reflection requirements for this practicum.

OBSERVING (LO 1, 2)

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

Overview of requirements
During EDPRAC 101, you will complete and document specific observations that focus on:
- developing familiarity with the classroom learning context
- your associate teacher’s teaching process in specific curriculum areas (assessing, planning, teaching, evaluating, reflecting)
- collecting and using information about children’s learning to inform planning and teaching (noticing, recognising, and responding to children’s learning)

These observations are designed to help you to understand the teaching process within this specific classroom context, and to know children as learners so that you are able to plan to address their learning preferences and requirements in teaching/learning sessions.

Observation Focus 1: Developing familiarity with the classroom learning context

During the first week of the practicum, use opportunities to interact with and observe the children, and to ask questions of both the children and your associate teacher to find out:
- what children are learning/have learnt previously
- what individual children prefer doing and reasons why (both during and outside of class time)
- how children’s learning is organised (e.g. class timetable, groupings, independent tasks, use of ICT)
- what classroom routines/expectations are in place (e.g. for group work, transitions, written work) and how these routines/expectations are established and maintained

Briefly record your findings about each of the aspects (above) and discuss with your associate teacher.

Draw and label a classroom plan – discuss with your associate teacher their considerations when establishing the classroom learning environment.

At the end of the first week, discuss your responses to the following questions with your associate teacher, and seek their feedback:
- How well do the children respond to my interactions and communication?
- What have I learned about establishing professional relationships?
- Which aspects of my interactions and communication do I need to improve?

Your responses may help you and your associate teacher to identify ‘next steps’ for your professional development (refer pp. 17-18). You may also wish to use these questions as a prompt for your first reflection (refer p.17).
Observation Focus 2: The teaching process in specific curriculum areas (i.e. assessing, planning, teaching, evaluating, reflecting)

Complete at least four focussed observations of your associate teacher (in at least two curriculum areas) using the focussed observation template provided on Canvas.

Before each observation:
- discuss the assessment information and planning process/steps used by your associate teacher in preparation for teaching
- identify a focus for your observation (e.g. How does the teacher use positive management strategies to maintain learner engagement?)
- find out about the learning intentions and learning experiences that your associate teacher has planned

During each observation:
- record deliberate teacher actions and learner responses related to the focus for your observation

Following each observation:
- discuss information collected from your observation with your associate teacher and ask carefully considered questions to help clarify your understanding of the teaching process
- record any conclusions and considerations you have identified that will inform your future practice
- identify your ‘next steps’ (e.g. further observation, planning for teaching a group, leading a class session)

Observation Focus 3: Noticing, recognising, and responding to children’s learning

Observe your associate teacher teaching in different curriculum areas (e.g. Reading, Maths) on at least two occasions. Discuss the learning intention/s and notice occasions where you could ‘see’ that a child learned something and/or had achieved the success criteria for the intended learning. Use the observation template provided on Canvas.

Before each observation, ask your associate teacher to:
- identify and explain the learning intention/s and learning experiences for each lesson

During each observation:
- observe how the children were made aware of the learning being sought (e.g. sharing of learning intention, development of success criteria)
- record what you noticed about each child’s learning (i.e. evidence that indicates achievement of learning intention/s)

Following each observation:
- Discuss with your associate teacher…
  - how you recognised that learning for some children had occurred (i.e. evidence noted)
  - possible implications for your own planning/teaching

Follow-up action:
- Negotiate with your associate teacher to use this information to plan a subsequent learning experience with a group of learners.
- Document your planning. Share your plan with your associate teacher well in advance of teaching, seek feedback, and make suggested refinements.
- Teach the lesson, record evidence of what you noticed about children’s learning on your tracking sheet, and evaluate your teaching effectiveness:
  - Did the children achieve the planned learning intentions? How do I know? (refer to evidence on tracking sheet)
  - How effectively did my teaching support children’s learning? (evaluate your own practice)
- In collaboration with your associate teacher, identify ‘next steps’ for the children’s learning, and for your own teaching/learning (e.g. carrying out further observations, identifying a focus for next plan, refining questioning skills).
Overview of requirements

During EDPRAC 101, you are required to assess, plan, teach, and evaluate in as many areas of the curriculum as possible (a minimum of three) including, where possible, Maths and Reading.

To complete this requirement, you will need to draw on the knowledge you gained about the learning context, the teaching process, and the children as learners during your observations (refer pp.12-13).

You need to provide documented evidence of:
- sequences of lessons for small groups in at least two curriculum areas
- sequences of lessons for large groups/the whole class in at least one other curriculum area
- weekly planning
- planning for one day of full responsibility for the learning programme

How do I do this?

- Begin by analysing the observation information you have collected to inform your understanding of the needs of individual learners in the group/s you will teach - refer to Observation Focus 3 findings. Also talk with your associate teacher about their knowledge of the learners, including relevant assessment information.
- With support from your associate teacher, plan, teach, record evidence of children’s learning, and evaluate single lessons with these groups.
- As soon as possible begin to plan, teach, assess and evaluate lesson sequences for small groups of learners.
- Also start to plan, teach, record evidence of learning, and evaluate lessons with larger groups/whole class.
- Gradually work towards taking full responsibility for planning, teaching and managing the learning programme for one day (in collaboration with your associate teacher) - refer to the practicum plan suggested on p.3.

Reminders…

- Use planning formats that clearly define lesson components, and that are suitable for documenting single lessons or lesson sequences – suggested templates are available on Canvas and the Practicum webpage – http://www.practicum-hub.auckland.ac.nz/
- Present all planning to your associate teacher well in advance of teaching sessions to allow time for modification and refinement.
- Seek ongoing feedback from your associate teacher to help you develop and refine your teaching practice and thereby enhance both your own and the children’s learning.

Important notes for Associate Teachers

Student teachers on EDPRAC 101 need to be supervised in their practice, with opportunities to observe and to be observed, and to receive regular feedback (both oral and written) to support their professional development.

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 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 classroom. At all times, the student teacher must know where this person is and how to get hold of them if they need them.
Sequences of lessons for groups of learners

In collaboration with your associate teacher, prepare **sequences of lessons** (e.g. 3-4 consecutive lessons) for small groups in **at least two curriculum areas** (e.g. Reading, Maths):

- prior to beginning your planning, discuss with your associate teacher what you already know about the learners - draw on information collected during Observation Focus 1 and 3
- as you develop your plans, give consideration to individuals who might need special attention
- teach the lessons and use tracking sheets to **collect and record what you notice** about individual learners in relation to your planned learning intentions and success criteria for each lesson - refer to template on Canvas
- evaluate your own teaching effectiveness to help you modify and improve your subsequent planning and teaching
- ask your associate teacher to observe you and provide feedback to help you refine your subsequent planning and teaching

Sequences of lessons for the whole class/large groups

In collaboration with your associate teacher, prepare a sequence of lessons in **at least one other curriculum area** where you will teach a larger group or whole class:

- prior to beginning your planning, discuss with your associate teacher ways that you will **plan to notice learning** for some specific children in the group/class in relation to the learning intentions and the success criteria
- as you develop your planning, give consideration to learners who might need special attention
- teach the lessons and continue to track specific children's learning and evaluate your own teaching to inform subsequent planning and teaching
- ask your associate teacher to observe you and provide feedback to help you refine your subsequent planning and teaching

Weekly planning

In consultation with your associate teacher, **identify a suitable weekly planning format**.

- Use this format throughout the practicum to record scheduled observation and teaching times, as well as your own teaching responsibilities, e.g. duties, meetings, involvement in wider school activities
- Show appropriate links between your weekly planning and your planning for single lessons/lesson sequences

Ask your associate teacher to share copies of their weekly planning for each week of the practicum.

One day of full responsibility for the learning programme

Take **full responsibility** for the teacher's role organising, managing, planning for and teaching the learning programme for **one day** in collaboration with and under the supervision of your associate teacher, drawing on the associate teacher's long-term plans, assessment information, and classroom routines.

- Clearly document your planning and organisation for this day
- Ask your associate teacher to observe you and give feedback to support your learning and help you refine subsequent planning and teaching practice
During the practicum, make an appointment to meet with the principal (or their representative) to discuss the broader dimensions of school life that impact on the teacher’s role. You should be prepared with questions for discussion and record a brief summary of responses related to aspects of school life such as:

- the school values, how they were selected, and ways they are promoted and enacted
- ways the school is inclusive of and responsive to diverse learners and their families/whanau
- policies/practices in place to support educational achievement of Māori and Pasifika learners
- particular professional development or learning/teaching initiatives within the school
- current issues in education and their implications for teaching and learning

You should also engage your associate teacher and other professional colleagues in discussions to learn about their professional roles and factors that influence their professional decision-making. Use opportunities to discuss and record notes about topics such as those listed above, as well as:

- the variety and complexity of the teacher’s role and responsibilities, including activities/roles that classroom teachers are involved in professionally beyond classroom teaching
- how teachers plan for and organise their classes to optimise learning for diverse learners
- the relationship between assessment and planning
- ways school values and NZC Key Competencies are integrated into learning programmes
- ways home-school partnerships are fostered to support children’s learning

Use the space below to plan questions to ask your principal and other teaching colleagues....
REFLECTING ON PERSONAL PRACTICE (LO 1, 3)

*Refer Teaching as Inquiry and Reflective Practice (Practicum Handbook, p.15)*

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.

➢ Each week, discuss with your associate teacher a **focus for your own professional development** and record this on your ‘Next Steps’ sheet – see p.18 (template also available on Canvas). At the end of the week, reflect on and record your progress with your associate teacher and identify your focus for the following week.

➢ During the practicum, record at least **three professional reflections** focussing on your own practice using the following framework (Brookfield, 1995; Peters, 1991; Smyth, 1989):

- **DESCRIBE** – What happened? What did I do?
  - succinctly describe what occurred
- **CONSIDER PERSPECTIVES** – Why did I act/respond in this way? How did this make me feel? How were others affected?
  - carefully consider your own and others’ perspectives
- **UNDERSTAND** – What do I now understand about myself as a teacher? What has informed my understanding?
  - make links to literature, theory, and discussions with your associate teacher and other colleagues
- **ACT** – What actions could I have taken? Why? What action/s will I take in future?
  - consider different possible actions, then briefly outline your selected action plan

For more detail about each aspect of this professional reflection framework, refer Practicum Handbook (p.15) and relevant lecture slides posted on Canvas. A professional reflection template is also available on Canvas.

**NB:** Write your first reflection at the end of Week 1, discuss with your associate teacher, and email this to your professional supervisor for feedback.

➢ Some of your reflective practice will take the form of **discussions** with your associate teacher, professional supervisor, and other colleagues (see also p.16). 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. **Retain notes from reflective discussions** in your practicum file to share with your professional supervisor.

➢ **Reflective summary**

Prior to your end-of-practicum debrief meeting with your professional supervisor, complete a reflective summary considering your professional learning and development during EDPRAC 101 (template available on Canvas).

Record brief statements or bullet points in response to each question…

- What have I learned about myself as a teacher? (LO1,2,3)
- What have I learned about factors impacting teaching and learning in this school context? (LO4)
- What are key areas for development during my next practicum? (LO3)
Summary of ‘next steps’ for student teacher professional learning during practicum

<table>
<thead>
<tr>
<th>Week</th>
<th>‘Next steps’ for professional learning (identified and planned with AT)</th>
<th>Actions/Outcomes (discussed and evaluated with AT)</th>
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<tbody>
<tr>
<td>Prac Week 1</td>
<td>First steps...</td>
<td></td>
</tr>
<tr>
<td>Prac Week 2</td>
<td>Next steps...</td>
<td></td>
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<tr>
<td>Prac Week 3</td>
<td>Next steps...</td>
<td></td>
</tr>
<tr>
<td>Prac Week 4</td>
<td>Next steps...</td>
<td></td>
</tr>
<tr>
<td>Post-prac</td>
<td>Where to next?</td>
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Being of good character and fit to be a teacher

The Education Council has a statutory responsibility under the Education Act (1989) to register, issue and renew practising certificates to suitable applicants to the teaching profession. To fulfil this obligation the Education Council must be satisfied that an applicant for registration, and any type of practising certificate or a Limited Authority to Teach (LAT), is of good character and fit to be a teacher.

Student teachers should be aware that the Education Council takes into account the following matters when deciding whether a teacher applicant is of good character and fit to be a teacher. The applicant must: (a) have a police vet satisfactory to the Education Council; (b) display respect for persons, for cultural and social values of Aotearoa New Zealand, for the law and for the views of others; (c) uphold the public and professional reputation of teachers; (d) promote the safety of learners within his or her care; (e) be reliable and trustworthy in carrying out duties; (f) be mentally and physically fit to carry out the teaching role safely and satisfactorily.

Those fit to teach must, therefore, possess a range of personal qualities - some of which are listed below. It will be accepted that all who satisfactorily graduate have the required qualities. A person who is fit to be a teacher should have the personal qualities to operate in four domains: in the teaching/learning space (e.g. classroom), in the learning centre (e.g. school, kohanga reo), in the community, and in the teaching profession. In each domain, a teacher will interact with learners (students), parents/whanau/caregivers, employers, and colleagues, and should at all times maintain high standards of:

<table>
<thead>
<tr>
<th>Trustworthiness, to</th>
<th>Honesty, to</th>
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<tbody>
<tr>
<td>work independently and without supervision</td>
<td>demonstrate integrity to all contacts</td>
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<tr>
<td>meet any reasonable requirements for the protection and safety of others</td>
<td>respect persons and property</td>
</tr>
<tr>
<td>preserve confidences</td>
<td>report clearly and truthfully</td>
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<thead>
<tr>
<th>Reliability, to</th>
<th>Sensitivity and compassion, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>take on responsibilities with due regard for time and place</td>
<td>respect other cultural and social values</td>
</tr>
<tr>
<td>meet the expectations of caregivers and the learning centre when supervising learners</td>
<td>recognise and respect others as individuals</td>
</tr>
<tr>
<td>accept, plan and execute a variety of tasks and professional responsibilities</td>
<td>care for the learning of those who are disadvantaged and those with learning difficulties</td>
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<td></td>
<td>demonstrate firmness when necessary</td>
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<thead>
<tr>
<th>Respect for others, to</th>
<th>Imagination, enthusiasm and dedication, to</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate respect for the law</td>
<td>support and inspire others in their work</td>
</tr>
<tr>
<td>adopt accepted codes of language, dress and demeanour</td>
<td>generate excitement and satisfaction in learning</td>
</tr>
<tr>
<td>accept and carry out collegial and employer decisions</td>
<td>engage in co-curricular tasks which expand learning opportunities</td>
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<tr>
<td>respect the views of others</td>
<td>show respect for learning and inspire a love of learning</td>
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<tr>
<th>Communication, to</th>
<th>Physical and mental health, to</th>
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<tbody>
<tr>
<td>communicate easily and lucidly in the English or Māori official languages of New Zealand</td>
<td>carry out duties safely and satisfactorily</td>
</tr>
<tr>
<td>exercise discretion</td>
<td>show emotional balance and maturity</td>
</tr>
<tr>
<td>give and receive constructive criticism</td>
<td>display warmth and humour</td>
</tr>
<tr>
<td>seek advice when needed</td>
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</table>

Notwithstanding the above qualities, a person could be considered unfit to be a teacher if evidence was provided that as a teacher they had behaved in a way that was seriously unethical, irresponsible, or unprofessional.

The Education Council’s Graduating Teacher Standards protect the quality of teaching in New Zealand and provide more certainty in the quality of all graduates from all teacher education programmes.

The teaching profession has the right and responsibility to determine who will enter and remain in the profession (https://educationcouncil.org.nz/content/graduating-teacher-standards).
References


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<tr>
<th>Campus</th>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
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<tbody>
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