Graduate Diploma in Teaching (Primary)
Practicum Three
EDPRAC 616
Professional Practice
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SECTION ONE: Practicum Two Overview

Code & Title  
**EDPRAC 616: Professional Practice**

Points  
15

**Calendar Prescription** Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

**Restrictions**  
**EDPRAC 600, 607, 698, 611, 621, 622**

**Learning Outcomes**

1. Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.
2. Critically reflect on their enactment of appropriate professional practices to create positive learning environments that are responsive to ākonga by drawing on theory, research, and evidence to facilitate an appropriate curriculum.
3. Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.
4. Use digital technologies to foster and enhance collaboration.

Each of the LO’s align with Key Teaching Tasks at varying minimum expectations. See Practicum Handbook Appendix for the Key Teaching Tasks.

**Aims and Purposes**

The aim of this practicum is to give teacher candidates the opportunity to:

1. Develop competence in each of the Key Teaching Tasks.
2. Demonstrate that they have the requisite communication and dispositional qualities to become a teacher (linked to TCANZ requirements).
3. Construct a Philosophy of Teaching for the cumulative Capstone task.
Overview

There is a six week (f-2-f) or seven week (online) block practicum for 616. This practicum gives you, as a student teacher, the opportunity to build upon the learning from 615. Your critical reflections and professional conversations from previous practicum will be the foundations from which to develop independence in the classroom. During this practicum you will continue to refine your Philosophy of Teaching to prepare yourself for the capstone task. You will draw upon the content and tools explored in your coursework, and plan in consideration of theories of teaching and learning. In collaboration with your associate teacher, you will use assessment data to plan, deliver and evaluate lessons for small groups, and whole class environments in literacy, numeracy and in wider curriculum areas.

As in 615, learning should occur through observations, interactions with children, and discussions with associate and other teachers, peers and school staff. The nature of the learning should be interactive and collaborative. As you gain experience with planning and delivering learning experiences for ākonga, reflecting on and evaluating your own teaching will become a significant part of your practice.

Ensure you have read the Practicum Handbook with key information on Guidelines for Classroom Observation, Expectations and Assessment, and Appendices with planning, observation and reflection templates, KTTs, TCANZ information, planners, Disposition to Consider, and Form for Issues of Concern.

In line with the Code of Professional Responsibility and your commitment to the teaching profession (see page 20 of the Practicum Handbook) remember your first point of contact is your associate teacher and/or the school coordinator, this includes if you have a concern. If you have any further questions or concerns with regards to your placement, your next point of contact is your professional supervisor and then practicum coordinator.

Over the course of practicum three students will:

1 – Develop written plans for the teaching of the whole class and multiple groups.
2 - Assess children’s learning and use assessment data to inform future planning and teaching of specific groups of children.
3 – Take responsibility for the organisation and management of the whole class for extended periods of time including a period of sustained full responsibility of 10 days.
4 – Develop and implement two goals (one disposition goal and one curriculum goal).
5 – Share with AT and PS two Smyth critical reflections
6 – Discussion with the Principal: As a group formulate questions prior to the meeting and give this to the principal. This should include questions related to expectations of provisionally certificated teachers (PCT) and the various functions and policies in the school.
7 - Develop independence in each of the Key Teaching Tasks.
8 - Craft your Philosophy of Teaching
SECTION TWO: Meeting the Learning Outcomes

PLANNING

Process

1. Document and file the term overview planning of the class/syndicate.
2. Create and use a weekly diary planner to manage the required tasks (see example in Practicum Handbook p. 30).
3. Follow associate teacher’s planning, and engage with assessment of students to understand the planning and teaching process. Review chapter five for planning and chapter six for assessment (609 textbook).
4. Source or develop and use a lesson planning format (single plans working towards series plans – check again with associate teacher) to plan your teaching with ongoing evaluation of your teaching.

Expectations

Student teachers must show all planning to their associate teachers in advance of implementation. Students need to establish with the associate teacher how far in advance the planning needs to be submitted for feedback.

When using school/syndicate unit plans remember they should be rewritten in response to the cultural and learning needs of the particular class being taught. You should also begin to demonstrate your own pedagogical and philosophical teacher identity by bringing into the planning and teaching your own strengths in content, passion and skills.

Documentation

All planning and related documentation needs to be filed in your digital folder. Revise the folder from previous practicums in preparation for practicum three; you will draw on this documentation as evidence of meeting LOs for the assessment report, for future course work and for managing your time on practicum, so a clear and carefully maintained digital folder is important. The files can be organised to suit each student teacher’s working style but there are notes on possible organisation in the Practicum Handbook. The digital folder is a public document and should be made accessible via an electronic link for the associate teacher, school coordinator, professional supervisor at all times.
Weekly Task Guide

Note: Face-to-face students have 6 weeks of block practicum, plus Wednesdays and Thursdays in the four weeks beforehand. Online students have 7 weeks of block practicum. The following is a guide as to how you may organise your weeks. For online students: Tasks in purple are suggestions and may be started in the first week of block practicum.

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Teacher (ST) Responsibilities</th>
<th>Associate Teacher (AT) Responsibilities</th>
<th>Professional Supervisor (PS) Responsibilities</th>
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<tbody>
<tr>
<td>Before block practicum inc Wed/Thurs</td>
<td>Document and file the term overview planning of the class/syndicate (gather resources, draft up plans, check assessment data). Investigate assessment and planning processes of AT for numeracy and literacy. Revise folder from previous practicum in preparation for practicum three and share with PS, AT and SC. Share and discuss with AT your ‘Key teaching Tasks a Reflection on Practice’ document and your Philosophy of Teaching. Share curriculum and disposition draft goals with AT and PS and finalise.</td>
<td>Share syndicate planning with ST and advise where the ST could prepare (gather resources, draft up plans, check assessment data). Share numeracy and literacy assessment and planning processes with ST Check Digital Folder</td>
<td>Check the digital folder is organised and provide feedback if required. Check Philosophy of Teaching draft ideas. Provide feedback on disposition and curriculum goals and associated action plans.</td>
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<tr>
<td>One</td>
<td>Make focused observations of AT and class, paying particular attention to aspects which relate to your goals Using assessment data, develop, implement and evaluate plans for one specific group in both literacy and numeracy for the week. Develop, implement and evaluate a lesson plan for at least one other</td>
<td>Share and discuss your planning that the ST may draw from. Read through ST planning and give feedback for implementation. Give written and verbal feedback on observed</td>
<td>Arrange observation visit and professional conversations for weeks 5, 6 or 7 with SC.</td>
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School Co-ordinator (SC) Responsibilities

Attend University/SC briefing and share information with ATs
Schedule any ongoing meetings with ATs Discuss practicum brief and assessment report with ST and ATs.
<table>
<thead>
<tr>
<th><strong>Curriculum area other than numeracy or literacy. Evaluate lesson.</strong></th>
<th><strong>Teaching paying particular attention to goals.</strong></th>
<th><strong>Conduct initial group visit.</strong></th>
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</thead>
<tbody>
<tr>
<td>Take responsibility to organise and manage the whole class for a block of time.</td>
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<tr>
<td>Start actioning the disposition and curriculum goals and evaluate regularly.</td>
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<tr>
<td>Critically reflect on practice and revise Philosophy of Teaching</td>
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### School Co-ordiinator (SC) Responsibilities

**Welcome/induct ST**

Discuss practicum brief and assessment report with ST and ATs.

Liaise with PS for observation visit

Schedule any ongoing meetings with ST

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<tr>
<td>Engage with assessment data, develop, implement and evaluate plans for multiple groups/whole class in both numeracy and literacy.</td>
<td>Read through ST planning and give feedback for implementation.</td>
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<tr>
<td>Develop, implement and evaluate a series of lesson plans for at least one other curriculum area other than numeracy or literacy.</td>
<td>Share and discuss plans that the ST will use during day of full responsibility.</td>
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<tr>
<td>Take responsibility to organise and manage the whole class for a whole day, (or more if agreed.)</td>
<td>Give written and verbal feedback on observed teaching paying particular attention to goals and <em>KTT 2- Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths</em></td>
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<tr>
<td>Evaluate goals (ongoing) and record progress notes.</td>
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<td>Critically reflect on practice and revise Philosophy of Teaching</td>
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<tr>
<td>Complete a Smyth critical reflection on a challenging incident or ethical dilemma faced over the first 2 weeks of practicum. Focus on in-depth inquiry into what happened, your positioning, your assumptions, your beliefs and where these come from. Consider what this means for future practice. Share with AT and PS.</td>
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### School Co-ordiinator (SC) Responsibilities

**Involve ST in school/syndicate PLD, and meetings as appropriate.**

Check in weekly with ST; as a group, informally, &/or in skill building workshops.

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<tr>
<td>Continue to develop your skills in the planning and teaching process,</td>
<td>Read through ST planning and give</td>
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<tr>
<td><strong>Four</strong></td>
<td><strong>Professional Supervisor (PS) Responsibilities</strong></td>
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</table>
| Prepare provisional assessment report for professional conversation in either week 5, 6 or 7. Plan, implement and evaluate at least 10 days of full responsibility  
- Planning and teaching the whole class for literacy and numeracy for the week  
- Developing, implementing and evaluating a series of lesson plans for all other curriculum areas that are scheduled to be taught in the term overview. | Check Week 2 Smyth reflection and give feedback. |
| **School Co-ordinator (SC) Responsibilities** | |
| Liaise with PS to facilitate observation visits. | |
| Five | Prepare provisional assessment report for professional conversation in either week 5, 6 or 7. Plan, implement and evaluate at least 10 days of full responsibility
- Planning and teaching the whole class for literacy and numeracy for the week
- Developing, implementing and evaluating a series of lesson plans for all other curriculum areas that are scheduled to be taught in the term overview. | Prepare provisional assessment report for professional conversation in either week 5, 6, 7. Read through ST planning and give feedback for implementation. Give written and verbal feedback on observed teaching paying particular attention to goals |
| --- | --- | --- |
| Six and Seven | Smyth critical reflection on a challenging incident or ethical dilemma faced over the period of full responsibility, and in-depth investigation with clear bullet points indicating ‘what next?’.
Evaluate goals.
Complete crafting Philosophy of Teaching.
Principal’s discussion.
This could include questions related to expectations of provisionally certificated teachers, what Principals look for in job applications and interviews for Beginning Teacher positions and important professional issues facing the profession.
Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections.
Negotiate with AT specific lessons to teach to further refine practice. | Prepare provisional assessment report for professional conversation in either week 5, 6 or 7. Read through ST planning and give feedback for implementation. Give written and verbal feedback on observed teaching paying particular attention to goals. Complete Assessment Report and Share with SC. |
SECTION THREE: Practicum Assessment: Requirements and Processes

On-going Assessment Responsibilities

**Student Teachers** are to take responsibility for meeting the learning outcomes and are to document planning, feedback and reflections as evidence in their digital practicum folder.

**Associate Teachers** need to give student teachers verbal and written feedback on their planning before implementation, and written observations of their teaching practice.

**Professional Supervisors** will conduct an observation of student teaching and have a professional conversation with students. They will monitor student progress, check digital folders, reflections, goals, and assist students with filling in the self-assessment components of their practicum reports.

**Assessment Report**

This is a collaborative document which is a shared google doc hosted in the students practicum folder and then converted to PDF for submission. All three parties involved in the practicum: associate teacher, student teacher and professional supervisor each complete part of the report as outlined below.

**NOTE:** It is expected that at the beginning of the course all students will have a number of areas requiring development. However, if there is a concern please contact the PS early in the practicum. If a significant concern about professional competency remains, this needs to be identified in the report with documented feedback from the associate teacher to support this.

**Student Teachers**

**Part 1**
- Mark one of the boxes for each KTT. **Review Practicum Handbook page 24** for elaboration on what each level looks like.
- Use the comment box to add **concrete and specific** comments that demonstrate your accomplishments. These statements should be linked to evidence in the digital folder where possible. Evidence consists of documented daily journaling, observations, reflections, lessons taken and evaluated, written feedback from associate teachers and feedback from children.

**Part 2**
- Make notes on the feedback from your professional discussion with PS
- Synthesise your learning achievements
- Reflect on the development of your philosophy of teaching

Upload completed report to CANVAS
**Associate Teachers**

**Part 1**
- Mark one of the boxes for each KTT (see note above). Review Practicum Handbook page 24 for elaboration on what each level looks like. AT’s are not expected to add comments in this section.

**Part 3**
- Tally KTT evaluation from part one to indicate students progress with LOs. eg LO 3: developing 3/4 Independent 1/4.
- Add general comments regarding the students strengths and areas for improvement
- Sign and share with the school coordinator to sign also.

**Professional Supervisors**

**Part 4**
- Taking into consideration the students overall achievement in each LO, assess when areas ‘of concern’ or ‘beginning’ will result in not achieved for that LO.
- An evaluation of not achieved for any LO will result in failure of the practicum, subject to moderation.
- A moderation meeting will be held to ensure consistency of PS evaluation decisions.
- Sign and convert to PDF using the following naming convention for files and subject of email: EDPRAC 616 PS Report student full name student username
- Send it to the practicum office and to the student. foed-practicumteam@auckland.ac.nz