

BACHELOR OF EDUCATION (TEACHING) PRIMARY PRACTICUM



EDPRAC 305 PART A: Enabling Achievement

[note: students' Part A dates will vary dependent on individual school start dates]

Student Teacher: _____

Associate Teacher: _____ Year level: _____

Practicum School: _____ School Term 1 start date: _____

EDPRAC 305 Part A: Requirement of 15 days in-school and on-campus practicum classes.

Purpose –

- . To explore the roles and responsibilities of a teacher within the class, syndicate/team, school and community and to gain first-hand experience of what happens at the start of a school year.
- . To lay the foundation for the subsequent Part B component of the practicum.

While Part A has no formal summative assessment **on-going, explicit, formative discussions with the associate teacher are essential to the student's ability to review their own progress**. It is during Part B that a student teacher's achievement of the EDPRAC 305 Learning Outcomes and ability to demonstrate the Education Council's Graduating Teacher Standards (GTS) is formally assessed.

Practicum Themes

Four themes have been identified as critical to student teacher development during practicum placements. These themes are developed through EDPRAC 101, 201 and 305:

- 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 and the educational context

	Mon	Tues	Wed	Thurs	Fri
TOD attendance?					
Week beginning 28 Jan	Auckland Anniversary	29	30	31 January	1 February
Week beginning 4 Feb	4	5	Waitangi Day	7	8
Week beginning 11 Feb	On campus (E/TT)	On campus (MIT)	13	14	15
Week beginning 18 Feb	18	19	20	21	22
Week beginning 25 Feb	25	26			

NOTE: Check YOUR school start date (between 29 Jan - 7 Feb)

During Part A student teachers are expected to:

- **demonstrate responsibility for their own learning**
- **understand and support the associate teacher's first responsibility to their class and school undertakings**

Student teachers must attend ONE on campus day. (On campus day counts as one of the 15 required days for Part A).

On-campus day themes:

- . Defining and dealing with ethical dilemmas.
- . Focussed observation including noticing, recognising and responding to learners.
- . Evidence/GTS: What does this mean for my practice?
- . Developing a reflective e-journal

NB: Waitangi Day is **NOT** included in the 15 day requirement of Part A.

Focusing on Others:

<p>FOCUS 1: Forming professional relationships (including effective communication)</p> <ul style="list-style-type: none"> ▪ What do teachers do? ▪ How do they do it? ▪ Why do they do what they do? 	<p>FOCUS 2: Focusing on purposeful teaching and learning</p> <p>The National Administrative Guidelines (1) requires teachers to: ... on the basis of good quality assessment information, identify students and groups of students;</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) who are not achieving;</td> <td style="width: 50%;">(b) who are at risk of not achieving;</td> </tr> <tr> <td>(c) who have special needs*</td> <td>(d) in a particular curriculum area</td> </tr> </table> <p style="text-align: right; margin-right: 20px;">* including gifted and talented students</p> <p>The Teaching Council's Graduating Teacher Standard Two requires graduating teachers to know how to develop metacognitive strategies of diverse learners.</p> <p>You are preparing to think like a teacher about all of the children in your class and all of their needs. There may be a child in your class:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- For whom English is a second language?</td> <td style="width: 50%;">- Who appears disengaged?</td> </tr> <tr> <td>- Who has visual impairment?</td> <td>- Who is gifted at mathematics?</td> </tr> <tr> <td>- With particular behaviour concerns?</td> <td>- Who is a recently arrived refugee?</td> </tr> </table>	(a) who are not achieving;	(b) who are at risk of not achieving;	(c) who have special needs*	(d) in a particular curriculum area	- For whom English is a second language?	- Who appears disengaged?	- Who has visual impairment?	- Who is gifted at mathematics?	- With particular behaviour concerns?	- Who is a recently arrived refugee?
(a) who are not achieving;	(b) who are at risk of not achieving;										
(c) who have special needs*	(d) in a particular curriculum area										
- For whom English is a second language?	- Who appears disengaged?										
- Who has visual impairment?	- Who is gifted at mathematics?										
- With particular behaviour concerns?	- Who is a recently arrived refugee?										

Part A MINIMUM REQUIREMENTS: read carefully

Student teacher role	Associate teacher role
<p>Use all opportunities available to gain an understanding of the children as learners - Interact with children and engage with their learning.</p> <p>Reflect on what are you doing to ensure that you are establishing professional relationships with children, your associate teacher, other teachers and the wider community? How effective is this approach?</p> <p>Think about and discuss the range of needs that must be considered when focusing on purposeful teaching and learning for the children in this class.</p> <p>Consider children in your class whom you believe will help you learn about children with diverse learning needs. In consultation with your associate teacher select a minimum of FOUR children to observe closely.</p> <p>Observe, discuss and FILE: Deliberate acts of teaching (DATS) Notes regarding a minimum of four children Data from assessment that you have collected and/or analysed</p> <p>Your practicum file should be set up in a way that would be expected of a PCT in the school and in consultation with your associate teacher. Work on your practicum file is to be done outside of school hours. <b style="text-align: center;">Aim for quality rather than quantity.</p> <p>View, discuss, reflect, record as appropriate:</p> <ul style="list-style-type: none"> - Use of previous school/class records - How initial grouping of children occurs - How each curriculum area is established at the beginning of the year - Class/syndicate/school curriculum overviews/weekly timetabling - Approaches to planning in the school – use the expectations of a PCT as the expectation that you should follow - School policies/procedures - Examples of long term, daily, weekly planning - Write a CLASS DESCRIPTION. The more you are able to consider individual children's needs, the more useful and connected to purposeful teaching and learning this class description will be <p>Consider how you will maintain professional contact with your class in order to prepare for EDPRAC 305 Part B and discuss this with your associate teacher.</p>	<p>Please read through this brief with your ST and negotiate opportunities for the ST to meet the practicum requirements.</p> <p>Ask the ST to discuss professional learning next steps and final reflection from EDPRAC 201.</p> <p>Discuss with the ST the effectiveness of the strategies used to establish professional relationships.</p> <p>Support the ST to gain an understanding of how a teacher establishes the learning environment at the beginning of a year.</p> <p>Model quality teaching and learning practice:</p> <ul style="list-style-type: none"> - demonstrating knowledge of how children learn, - effective planning, student assessment, - Effective interpersonal and communication skills. <p>Provide opportunities and support for ST to assess children's learning.</p> <p>Support the ST to notice and interpret student learning.</p> <p>Discuss with the ST possible ways of maintaining professional contact with the class between Parts A and B, (Not a requirement of practicum, however, some form of ongoing contact is encouraged).</p>

Focusing on Myself as a Teacher:

<p>FOCUS 3: Being a professional teacher in Aotearoa New Zealand</p> <p>Identify and plan for ways in which you can:</p> <ul style="list-style-type: none"> • Develop your classroom teaching expertise ▪ Continue to develop through your own personal professional learning ▪ Develop your capacity for critical engagement with suggested innovations in classroom practice. <p style="text-align: right;">Hagger and McIntyre (2006)</p>	<p>FOCUS 4: Understanding the complexity of the teacher’s role and the educational context</p> <ul style="list-style-type: none"> ▪ What do teachers do? ▪ How do they do it? ▪ Why do they do what they do? <p>What is expected of a teacher at the start of a year? Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to:</p> <ul style="list-style-type: none"> - Understand the educational context for this class at this school - Establish a teacher-persona in the class/school - Contribute to class and school life - Identify areas of uncertainty and plan to address them <p>Begin to identify and discuss social, cultural and political factors which impact on the teacher’s role as a professional in the school context.</p>
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Part A MINIMUM REQUIREMENTS: read carefully

Student teacher role	Associate teacher role
<p>Professional Reflection:</p> <p>Describe – <i>What happened? What did I do?</i></p> <p>Consider perspectives – <i>Why did I react/respond in this way? How did this make me feel? How were others affected?</i></p> <p>Understand – <i>What do I now understand about myself as a teacher? What has informed my understanding?</i></p> <p>Act – <i>What actions could I have taken? Why? What action/s will I take in future?</i></p> <p>Consider and discuss with your associate teacher the similarities, differences and purposes of evaluation, reflection and critical reflection. Ensure that you are establishing a habit of in-depth evaluation and reflection.</p> <p>Identify, critically reflect on and record in your e-journal (share with AT):</p> <ul style="list-style-type: none"> • ethical and professional dilemmas that occur • your readiness for full-class-responsibility and the steps that are necessary to prepare you for this <p>Ensure that you have a habit of collecting evidence of YOUR learning electronically (for example; text files, photos, video clips, scanned items). This evidence may become part of your reflective e-journal (on-campus day focus).</p> <p>You will need to:</p> <ul style="list-style-type: none"> - Plan for, engage in and discuss focused observation of your AT’s practice and children’s learning - Consider issues such as school culture, policy, routines, class and school-wide systems, decisions, confidentiality.... and be prepared to contribute to discussions on-campus - Gather, plan and record <p>Ensure full compliance with your school’s policy/s in relation to use of ICT, publication of children’s (and other’s) images and their work.</p> <p>You will need to consider (for example):</p> <ul style="list-style-type: none"> - the relationship between the classroom, school and community - Government policy (e.g. NEGs) - curriculum and key competencies/school policy - educational achievement of Māori - equity and diversity 	<p>Encourage and support the ST to engage in professional discussions about professional practice and clarify next steps in professional learning.</p> <p>Encourage the ST to reflect on and write about collegial discussions.</p> <p>The ST will be developing a reflective e-journal and should provide you with access for the purpose of feedback/forward before beginning Part B.</p> <p>Provide access to and discuss school policies.</p> <p>Discuss with ST the expectations of a junior colleague working in your school context.</p> <p>Encourage the ST to identify and critically reflect on ethical and professional dilemmas that occur during practicum.</p> <p>Provide oral feedback/ feedforward and in writing, where possible.</p>

Review **YOUR** role in the previous sections of this brief and create your own list of tasks/activities for Part A,

e.g. **To Do list:**

- Next professional learning steps discussed with AT
- Discuss ways to maintain contact with class between Parts A and B
- Revise Ko wai au (now a very professional introduction as a junior colleague)
 - . Send to AT prior to Part A
 - . Send to PS prior to Part B
- Teaching file set up in line with school planning model with:
 - Assessment data
 - Class description
 - Etc.
- Set up your e-journal and start recording YOUR learning. Send a link to AT (Part A)/ PS (Part B)

Establish a ‘Next Steps’ plan for your professional learning during Part A and discuss your plan with your associate teacher. Create yourself a template to use, for example:

WEEK	‘NEXT STEPS’ FOR PROFESSIONAL LEARNING
1	
2	
...	

Once you have discussed your ‘next steps’ with your associate teacher please ensure that your EDPRAC 305 Part A Completion Form is finalised (available on canvas).

THE STUDENT TEACHER IS RESPONSIBLE FOR HANDING THE COMPLETION FORM INTO THE PRACTICUM OFFICE ON/BEFORE THE FIRST CLASS AFTER PART A.

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Reference:

Hagger, H., & McIntyre, D. (2006). *Learning Teaching from Teachers: realizing the potential of school-based teacher education*. Maidenhead: Open University Press.