

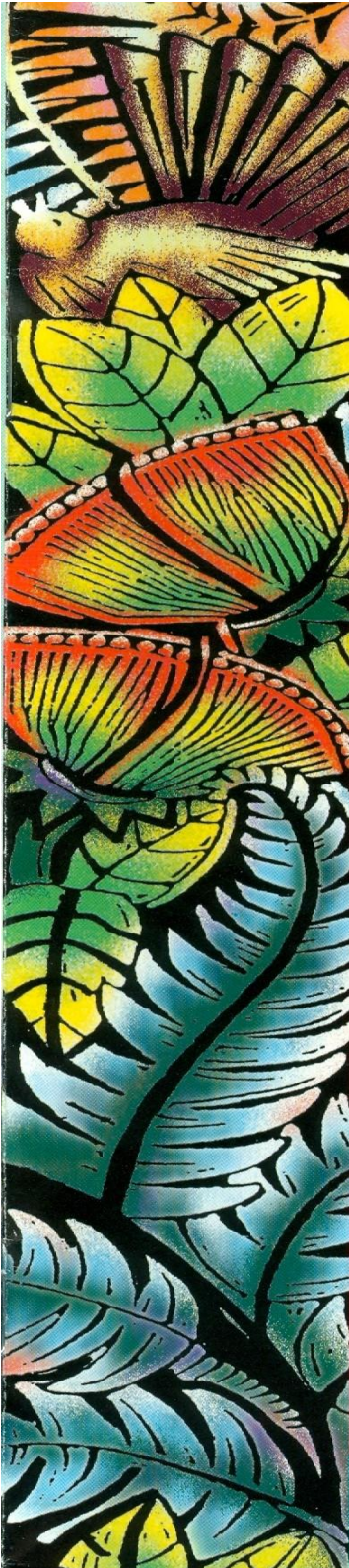


THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wananga o Tamaki Makaurau  
NEW ZEALAND

# 2019

## Semester 1

FACULTY OF EDUCATION AND SOCIAL WORK



**Bachelor of Education (Teaching)  
Primary Specialisation**

**Practicum Brief: Part B**

**EDPRAC 305  
Enabling Achievement:  
Primary 3**

# EDPRAC 305 PRACTICUM

## Placement Details

<b>Student name</b>	
<b>School &amp; Class</b>	
<b>Principal</b>	
<b>Associate Teacher</b>	
<b>Professional Supervisor</b>	Student teacher to make contact prior to Part B of this practicum

## EDPRAC 305 Part B on-campus sessions

Semester 1/2 EDPRAC 305	Compulsory On campus dates	
<b>Ten weeks assessed practicum</b>  <b>15-20 consecutive days full responsibility for the learning programme.</b>	Monday 11 February (E/TT) Tuesday 12 February (MIT)  Plus <b>FIVE</b> on campus sessions during Semester 1	<b>Part A practicum dates (4 or 5 weeks as per your official notification from the Practicum Office). Part A is for a period of 15 days and starts from the day children start school.</b>  <b>Part B practicum dates begin when you have completed the 15 days for Part A. Part B then continues later in semester 1 as per your official notification from the Practicum Office.</b>

**Student teachers please note:**

- Your on-campus classes are structured to prepare you for your practicum experiences out in schools. These classes are an important and integral part of preparing you for the practicum and your future teaching profession. Students who miss lectures and/or workshops are often inadequately prepared for their practicums. **We reserve the right to not allow you a place in practicum 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, students need to contact their practicum course lecturer directly as soon as possible.
- English Language Skills Assessment: DELNA Requirements**  
 Students who have not met this language requirement will not be able to go out on the final practicum. For further information please refer to the programme handbook found in Canvas.

**During practicum Student Teachers must have their student ID cards with them at all times.**

**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 and school staff. There can be no exceptions.

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## The purpose of EDPRAC 305 Part B

**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

**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 and the educational context
  - the behaviour and dispositions expected of professional teachers in Aotearoa New Zealand

## Overview of requirements - 10 week placement in school

EDPRAC 305 student teachers will be required to work towards fully taking on the teacher's role and to take full responsibility of the programme for a **minimum of 15-20 consecutive days**.

**Full-responsibility** during EDPRAC 305 requires the student teacher to take on the organising, managing, planning for and teaching of the class in the associate teacher's place - 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 15 - 20 days that clearly shows a 'flavour' which is their own. This must not, however, compromise the intent and aim of the associate teacher's long-term plans.

## Preparing for provisional certification as a teacher

This final practicum is an opportunity for a student teacher to synthesise his/her learning from their BEd (Tchg) programme and to **prepare for their beginning years as a provisionally certificated teacher (PCT)**. During EDPRAC 305 student teachers are expected to demonstrate high quality pedagogical practice that is consistent with the Teaching Council's Graduating Teacher Standards (GTS).

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 practice and determining their own professional growth.

## EDPRAC 305 Part A reviewed

Part A had no formal summative assessment, however, **on-going, explicit, formative discussion with the associate teacher** was essential to the student teacher's ability to **explore the roles and responsibilities of a teacher** within the class, syndicate, school and community, and to review their own progress and demonstrate readiness to proceed with EDPRAC 305 Part B.

## Overview of on-campus sessions: EDPRAC 305 Part A

On-campus content	Key references
Overview of EDPRAC 305 Part A tasks - <ul style="list-style-type: none"> <li><input type="checkbox"/> Defining and dealing with ethical dilemmas.</li> <li><input type="checkbox"/> Focused observation including notice, recognise and responding to learners.</li> <li><input type="checkbox"/> Evidence/GTS: What does this mean for my practice?</li> <li><input type="checkbox"/> Developing a reflective e-journal</li> </ul>	Alton-Lee, A. (2003). <i>Quality teaching for diverse students in schooling Best Evidence Synthesis iteration (BES)</i> : Wellington: Ministry of Education.  McGee, C., & Fraser, D. (Eds.). (2012). <i>The professional practice of teaching</i> (4th ed.). Melbourne: Cengage Learning.  <a href="http://educationcouncil.org.nz/">http://educationcouncil.org.nz/</a>

## Overview of on-campus sessions: EDPRAC 305 Part B

### Content focus

Part A review, Part B

The inquiry-led teacher

The inquiry-led teacher

Learners and their learning needs – focused observation

The inquiry-led teacher

Managing the learning environment for optimal learning

The inquiry-led teacher

Using evidence of practice to demonstrate meeting the GTS

The inquiry-led teacher

The critically reflective teacher – adaptive expertise

## LEARNING OUTCOMES & PROFESSIONAL EXPECTATIONS

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 professional expectations have been provided.

1	Learning Outcomes	Assessment Criteria	Professional Indicators
	<p>Communicate effectively and establish professional relationships within the professional educational community</p> <p><b>Key question</b></p> <p><i>How do you use communication to establish and maintain effective professional relationships?</i></p> <p><b>GTS: aspects of 4, 6 and 7</b></p>	<p>1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon</p> <p>1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon</p>	<p><b>Student teachers who communicate effectively:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write, speak and read fluently and accurately in English or Māori and, for example:</li> <li><input type="checkbox"/> adjust communications to consider purpose, audience, context or need (e.g. first language)</li> <li><input type="checkbox"/> use appropriate listening skills/body language</li> </ul> <p><b>Student teachers who establish effective professional relationships:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> work collaboratively and positively</li> <li><input type="checkbox"/> treat children and adults with respect</li> <li><input type="checkbox"/> develop equitable, culturally responsive relationships</li> </ul> <p>Critically reflect on effectiveness of their own wānanga</p> <p>Critically reflect on their demonstration of whanaungatanga, manaakitanga and tangata whenuatanga and their ability to establish and maintain professional relationships within the class and school community.</p> <p>Take responsibility for ensuring that any areas for improvement are identified, discussed and enacted.</p> <p>Embrace and initiate opportunities to connect with wider school community.</p>

2	Learning Outcomes	Assessment Criteria	Professional Indicators
	<p>Demonstrate effective pedagogical practice that enables learning and achievement</p> <p><b>Key question</b></p> <p><i>How is your pedagogical practice justified through research, theory, experience and a personal philosophy?</i></p> <p><b>GTS: aspects of 1, 2, 4, 5</b></p>	<p>2.1 planning is informed by analysed assessment information, curricula and content knowledge, research and policy documents and initiatives</p> <p>2.2 bicultural practices and diversity are evident when planning for learning and demonstrated in teaching practice</p> <p>2.3 teaching is characterised by inclusive practice using a variety of thoughtfully selected learning and teaching approaches which are evaluated in terms of their effectiveness in enabling learning</p> <p>2.4 children's learning is consistently monitored, analysed and evaluated through a range of assessment procedures</p> <p>2.5 extended teaching/learning experiences are effectively planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class</p> <p>2.6 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</p> <p>2.7 pedagogical practice is critically reflected upon and refined in relation to an emerging personal, professional philosophy</p>	<p><b>Student teachers who demonstrate effective pedagogical practice:</b></p> <p><b>Observe, assess, plan, teach, evaluate</b> and discuss children's learning over repeated cycles</p> <p><b>Address children's identified 'next steps'</b> through assessment, further observation and/or planning, teaching and evaluating.</p> <p>Use knowledge of individual learners, supported by assessment information <b>to inform</b> planning and teaching that optimises learning and achievement for the children in the class.</p> <p>Consciously plan and use <b>pedagogy to engage Māori learners</b> and cater for their needs.</p> <p><b>Justify personal practice</b> according to evidence of children's learning, research, theories of teaching and learning and a developing philosophy.</p> <p><b>Critically reflect</b> on practice and <b>developing pedagogy</b>.</p> <p><b>Utilise</b> the New Zealand Curriculum, 2007, school and policy documents effectively in practice.</p> <p>Implement appropriate strategies to create physical, social, emotional and cultural safety <b>and provide a safe learning environment</b> that reinforces school policy.</p> <p><b>Enhance children's social and cultural competence</b> by designing and monitoring activities that promote engagement, positive behaviour and sense of belonging and self-worth.</p> <p>Take <b>full responsibility</b> for the teacher role planning, teaching and managing the <b>learning programme</b> in the associate teacher's place for <b>at least 15-20 consecutive days</b>.</p>
<p><b>Planning must be presented to the AT in advance of teaching. Failure to do this in sufficient time for modification may mean that the ST cannot proceed with teaching.</b></p>			

3	Learning Outcomes	Assessment Criteria	Professional Indicators
	<p>Consistently demonstrate and reflect upon ethical/professional practice as expected of a provisionally registered teacher in Aotearoa/New Zealand</p> <p><b>Key question</b> <i>In what ways are you demonstrating what it is to be a professional teacher in Aotearoa New Zealand?</i></p> <p><b>GTS: aspects of 1, 2, 4, 5</b></p>	<p>3.1 professionalism and professional agency are appropriately exercised and critically reflected upon</p> <p>3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and evaluated critically</p> <p>3.3 'next steps' for practicum-related professional learning are identified through own and others' evidence and critically reflected on to refine practice</p> <p>3.4 opportunities for professional growth are initiated, actioned and critically reflected upon</p>	<p><b>Student teachers who demonstrate appropriate professional responsibilities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate their professional responsibility as a junior colleague including using initiative, being consistently punctual and well-prepared</li> <li><input type="checkbox"/> maintain professional documentation as a teacher and professional document involvement in own learning</li> <li><input type="checkbox"/> inquiry into their own practice; proactively engage in regular professional discussion (asking questions) and critically reflect on own practice</li> <li><input type="checkbox"/> demonstrate understanding of how professional standards and dispositions as required by the Teaching Council of Aotearoa New Zealand apply to them</li> <li><input type="checkbox"/> developing and addressing 'next steps' in own learning (with support from the associate teacher)</li> <li><input type="checkbox"/> is able to articulate a teaching philosophy that reflects their commitment to, and high expectations for, Māori learners succeeding as Māori.</li> </ul> <p>Identify and critically reflect on professional decisions; actively negotiating to resolve dilemmas; seeking alternative possibilities; reflecting upon decisions made</p>



4	Learning Outcomes	Assessment Criteria	Professional Indicators
	<p>Critically analyse own teaching and the effectiveness of own responses to contextual factors in the school/community</p> <p><b>Key question</b> <i>What contextual factors do you need to consider and respond to when creating and sustaining purposeful learning environments?</i></p> <p><b>GTS: aspects of 3</b> <i>Also consider Standards 6 and 7</i></p>	<p>4.1 social, cultural and political influences impacting on pedagogical practice are critically reflected upon in relation to professional decision making and personal practice</p> <p>4.2 legislative requirements and school policies are discussed and implemented</p>	<p><b>Student teachers who demonstrate their understanding of contextual factors:</b></p> <p><b>Demonstrate an understanding of the relationship between the classroom, school and community when making decisions about teaching/learning and assessment.</b></p> <p><b>Demonstrate an understanding of social, cultural and political influences when making decisions about teaching/learning and assessment.</b></p> <p><b>Initiates discussion</b> with the associate teacher, the principal and other professional colleagues about the different ways the wider school environment/community impacts on the teacher's role.</p> <p><b>Explains ways that Ministry of Education and school policies influence their own decision making and practice. For example:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> parent/whānau/community expectations</li> <li><input type="checkbox"/> NEGs and the National Standards</li> <li><input type="checkbox"/> curriculum and key competencies</li> </ul> <p>educational achievement of Māori</p>

## Requirements for EDPRAC 305 Part B

### Beginning Part B of EDPRAC 305: Preparing for effective teaching/learning

Student Teacher (ST)	Associate Teacher (AT)
<p>Assigned 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).</p> <p>You are now required to take <b>greater responsibility</b> for designing and planning your own professional activity.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> have a good understanding of the practicum requirements and support the ST to gain <b>a realistic sense of the full role of a teacher</b></li> <li><input type="checkbox"/> create opportunities for the ST to meet the requirements of the practicum</li> <li><input type="checkbox"/> model quality teaching and learning practice demonstrating knowledge of: how children learn, effective planning, student assessment, effective interpersonal and communication skills</li> </ul>
<p><b>Consider what information you now need to collect to enhance your knowledge about:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The children/class (do you need to amend your class description?)</li> <li><input type="checkbox"/> the school</li> <li><input type="checkbox"/> the community</li> <li><input type="checkbox"/> school policies/practice</li> <li><input type="checkbox"/> legal requirements</li> <li><input type="checkbox"/> National Standards</li> </ul> <p><b>In what areas have significant changes occurred since your earlier time in the class/school?</b></p> <p>What did you notice earlier? What do you notice now? In what ways can you extend/build upon prior learning about your selected children and adapt what you have learnt to consider other children in the class? Continue to collect/add data about individuals and consider <b>how cumulative data shows change?</b></p> <p><b>What do you need to observe again and for what purpose?</b></p> <p>What do you now need to know? Discuss when and how you will collect this information? How will you record important information?</p> <p><b>To assist your observations refer to the:</b></p> <ul style="list-style-type: none"> <li>○ key questions that are linked to the learning outcomes</li> <li>○ Practicum Handbook</li> <li>○ TC's Graduating Teacher Standards</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> review the ST's draft goal from Part A</li> <li><input type="checkbox"/> discuss with the ST his/her next steps for professional learning</li> <li><input type="checkbox"/> provide opportunities for the ST to assess children's learning</li> <li><input type="checkbox"/> support the ST to interpret what s/he sees and hears</li> <li><input type="checkbox"/> ensure the ST assess some children, in some curriculum areas, and does this at a deeper level</li> <li><input type="checkbox"/> discuss the ST's understanding of his/her assessment and analysis</li> <li><input type="checkbox"/> ensure the ST is demonstrating that s/he can use her/his knowledge of learners to inform decisions that they make as a teacher</li> <li><input type="checkbox"/> check the ST is maintaining purposeful assessment information and other appropriate records, with a focus on children's learning and achievement</li> <li><input type="checkbox"/> check the ST's file is a <b>purposeful and realistic working document</b></li> </ul> <p>Student teachers are expected to maintain a high standard of documentation as would be expected of a professional.</p>

## Observing, planning, teaching, assessing, evaluating and reflecting

<b>Student teacher</b>	<b>Associate teacher and professional supervisor</b>		
<p>You should now have understanding of the planning process and have become familiar with planning expectations and formats of your practicum school.</p> <ul style="list-style-type: none"> <li>○ Document longer term plans that are linked to the short term (daily/weekly) plans.</li> <li>○ On-going evaluation of children's learning and your own teaching should be part of your preparation and practice throughout your period of full-class responsibility. Analysis of children's assessment information will contribute to this process.</li> <li>○ Planning should allow for manageability and sustainability. Initially your associate teacher may work collaboratively with you to support your planning (for example to identify/discuss achievement objectives, learning outcomes/learning intentions, assessment strategies and ways to document assessment).</li> </ul>	<ul style="list-style-type: none"> <li>○ Check ST is documenting both short- and long-term planning.</li> <li>○ Provide samples of planning appropriate to the practicum requirements and aligned with classroom / school expectations</li> <li>○ Support the ST to work towards being responsible for all planning, as expected of a teacher in the syndicate.</li> <li>○ Check the ST is demonstrating an ability to adapt syndicate plans to the specific learning needs of the children in the class.</li> <li>○ Discuss with the ST his/her justifications for the decisions that s/he has made.</li> <li>○ Provide regular oral and written feedback on the ST's teaching to guide the ST's ongoing professional learning</li> <li>○ Provide opportunities for the ST to try out new ideas and reflect on his/her practice</li> </ul>		
<p><b>Professional documentation for EDPRAC 305 (set up in Part A):</b></p> <ul style="list-style-type: none"> <li>• provides evidence that that you have considered assessment information about children and their achievement to inform planning and teaching, and to differentiate for their needs</li> <li>• contributes evidence towards successful achievement of the learning outcomes and the ECGTS</li> <li>• enables you to report/share your learning with others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check the ST has set up a planning folder in Part A</li> <li><input type="checkbox"/> Check the ST is <b>maintaining documentation that resembles a beginning teacher's planning folder</b>,</li> <li><input type="checkbox"/> Negotiate regular times for discussion</li> </ul> <p><b>NOTE: 'beginning teacher' independence is required to achieve Learning Outcome 2.</b></p>		
<p><b>Documentation that is *likely to be in student teacher file/s</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <li>✓ class description, special features, organisation</li> <li>✓ school setting, special features, organisation</li> <li>✓ school policies/procedures as appropriate</li> <li>✓ short term (daily/weekly) planning</li> <li>✓ personal professional goals, action plans and reflections for future reference</li> </ul> </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> <li>✓ long term planning (lesson series)</li> <li>✓ assessment information and record keeping</li> <li>✓ focussed observations and analysis of the data</li> <li>✓ evaluations/reflections</li> <li>✓ FoEDSW information/guide notes</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>✓ class description, special features, organisation</li> <li>✓ school setting, special features, organisation</li> <li>✓ school policies/procedures as appropriate</li> <li>✓ short term (daily/weekly) planning</li> <li>✓ personal professional goals, action plans and reflections for future reference</li> </ul>	<ul style="list-style-type: none"> <li>✓ long term planning (lesson series)</li> <li>✓ assessment information and record keeping</li> <li>✓ focussed observations and analysis of the data</li> <li>✓ evaluations/reflections</li> <li>✓ FoEDSW information/guide notes</li> </ul>
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<p><b>Student teachers</b> Teachers set their documentation up in different ways based on their own/their school's expectations. Permission should be obtained to collect any records.</p>	<p><b>Professional supervisor</b> Ways in which the student teacher shares documentation with the professional supervisor should be discussed early in the practicum.</p>		
<p><b>Associate teachers</b> Student teachers should take the lead from you/ the school's expectations. Permission should be obtained to collect any records.</p>			
<p><b>NOTE: The school, AT and children should not be identifiable on records</b></p>			

## Discussion with the principal and other professional colleagues

### Student teacher

It is anticipated that during each practicum the principal (or representative) is able to meet with you to discuss the broader dimensions of school life that impact on the teaching role. You should be prepared with your own questions for discussion, **record a brief summary** of the responses and critically reflect on the influences on your practice.

### Associate teacher and professional supervisor

- engage in professional discussions with the ST on the wider aspects of school life
- discuss with the ST his/her personal beliefs and practices which inform the teaching/learning decisions s/he make.

### When meeting with the principal (and/or other school leader/s) discuss the wider aspects of school life such as:

- the school mission and vision and the way that these influence decisions and practices
- the teacher's role/responsibility as a professional, and as a beginning teacher (including legal, ethical and administration responsibilities)
- the role of a tutor teacher and performance management processes to support and monitor professional growth
- how the New Zealand Curriculum (MOE, 2007) and key competencies are being implemented within the school/class programmes
- the ways bicultural and diversity concerns are addressed and catered for (e.g. policy/practices to provide for achievement of Māori learners, special ability/needs children)
- the school policies/procedures relating to assessment (recording and reporting)
- the implementation and implications of the National Standards
- expectations of you as a beginning teacher

### Use opportunities to discuss with your associate teacher and other professional colleagues:

- the complexity of the teacher's role and how this is managed (balance, flexibility, resources, time, decision making)
- administration concerns for which a teacher is accountable
- the social, cultural, ethical and political factors that impact on personal practice and decision-making
- the New Zealand Curriculum (MOE, 2007); key competencies and their integration into the class programme
- the school discipline plan – the expectations and responsibilities of the teachers
- the different ways that learning environments are established and maintained to ensure academic, social, cultural and emotional wellbeing
- How ICT is utilised in your school to optimise learning

**EDPRAC 305 student teachers are required to demonstrate independence when generating questions and discussion topics with their professional colleagues.**

## Evaluating and reflecting

Evaluation and reflection are integral to effective teaching and learning. Student teachers completing EDPRAC 305 should have already made the cyclical process of 'teaching as inquiry' part of their practice. **Effective evaluation and reflection are required to achieve Learning Outcomes 1, 2, 3 and 4 and to meet Teaching Council's Graduating Teacher Standard Five.**

### Role of the AT and PS:

- encourage the ST to engage in ongoing professional discussions about his/her practice.
- engage with the ST's reflective journal **at multiple points** during the practicum. For example, providing constructive feedback, asking questions that prompt critical thinking and reflection.

### Student teacher

#### During EDPRAC 305:

**Critical reflection will be a regular part of your practice.** These reflections will be recorded in an ongoing journal shared with **your professional supervisor and associate teacher throughout Part B.**

The wider historical, social, political, and/or cultural contexts that influence your beliefs and practice should be examined at these times.

#### You might take some of the following into account:

- beliefs and assumptions that might be influencing your thinking and actions
- what you consider important/value
- the theories of teaching and learning which support your practice
- what you do to foster social competence
- how you justify the teaching strategies that you use
- how you provide purposeful learning for all children
- what do bicultural practice and differentiated learning mean to you

How do you know that children have learned?

#### Towards the end of EDPRAC 305 Part B:

**Write and discuss your final reflection** about this practicum experience and what you have learned about preparing to be an effective Beginning Teacher. Upload this reflection to your e-Portfolio.

**What future action is required between now and the beginning of your first teaching position?**

**Think about** what you now believe about how students learn best and what this means for your future practice.

- what you have noticed about yourself as a teacher
- what you have noticed about children's learning
- what you have noticed about the significance of relationships (with children and with adults)
- how you know whether you have been effective
- what you have noticed about the nature of ethical dilemmas encountered and the factors that you considered when dealing with these

How have your developing beliefs about teaching and learning (and your philosophy) have been confirmed or challenged?

#### **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

**Student teachers use this framework during all practicum** to support their developing skill in reflective practice; following the model carefully and with professional supervisor guidance during EDPRAC 101 through to deeper, critically reflective independent work during EDPRAC 305. (Practicum Handbook)

This framework acknowledges and synthesises the work of key literature in this field (Brookfield, 1995; Korthagen & Vasalos, 2009; Peters, 1991; Smyth, 1989).

Evidence of this framework should be clearly visible in your e-journal.

## Assessment of EDPRAC 305

The **provisional assessment** of the student teacher's performance against the practicum learning outcomes (referenced to the New Zealand Teaching Council's Graduating Teacher Standards) is discussed and confirmed during a **three-way professional conversation** towards the end of the practicum. The ST, AT and PS will contribute his/her informed professional judgement of the ST's achievement in relation to the learning outcomes, as demonstrated through the assessment criteria.

### Notes for the student teacher

**Please read the pages related to assessment of EDPRAC 305 carefully.** The practicum is assessed against the learning outcomes on pp. 5-8

- **You** will lead a professional discussion relating to the link between your achievement of the practicum learning outcomes and your ability to demonstrate the related New Zealand Teaching Council's Graduating Teacher Standards.

#### **For the professional conversation you are required to:**

- effectively communicate your knowledge, skills and dispositions.
- provide evidence that you meet the four learning outcomes of EDPRAC 305 (giving reference to **evidence from this practicum** uploaded to your e-portfolio)
- present and discuss
  - the student teacher self-assessment report form and (for example):
    - documentation of observations, planning, teaching, assessment, evaluations, and reflections
    - records of self-determined professional activity
    - examples of children's work

**The evidence that you discuss from this practicum during the professional conversation must be drawn from your e-portfolio.** The evidence you select will support your justification about how your demonstration of the Teaching Council's Graduating Teacher Standards indicates your readiness to teach.

#### **Preparation for your professional conversation:**

- select evidence from your e-portfolio folder that demonstrates your readiness for provisional certification as a teacher (p.3); evidence that you are demonstrating the New Zealand Teaching Council's Graduating Teacher Standards.

It is appropriate for your associate teacher and/or other staff members to help you to think about your preparation for this discussion. **However, you are expected to lead the discussion**, as this is the time that you describe in depth and demonstrate why and how you are ready to be a beginning teacher.

- Your **evidence** should be selected from different sources eg: observer feedback, planning, photographs and student work.
- You must include evidence gained from someone who has observed your practice (eg: associate teacher lesson feedback, professional supervisor lesson feedback, final report comments).

**NOTE: Final course grades are moderated/confirmed by the practicum coordinator and course director prior to release at the end of the semester.**

## Notes for the associate teacher

**It is important that this final assessment is rigorous as this is the credentialing practicum.**

The **practicum is assessed against the learning outcomes**. We have provided practice indicators on to support your consideration of the evidence that informs your recommendation regarding this assessment.

**Note: When a student teacher passes EDPRAC 305 a judgment is being made that they exhibit 'beginning teacher' independence.**

**For the professional conversation:**

- provide justified assessment of the ST's achievement against the practicum learning outcome
- complete the associate teacher section of the assessment report as part of the professional conversation process
- consider previous:
  - open, timely and constructive communication with the ST in regard to his/her progress against the learning outcomes
  - regular oral and written feedback on the ST's practice
- encourage and support the ST's preparation, arrange availability at a negotiated times
- encourage and support the ST to take the lead in his/her professional conversation
- ask at least one 'interview-type' question to conclude (refer suggestions below)

**The student teacher should not have prior notice of which question/s will be asked.**

**Suitable interview questions** for the **AT** (or their designate) to ask:

- What does diversity mean to you in relation to community and learning needs and how has this been evident in your own practice?
- What do you consider to be the foundation of effective teaching and learning and how has this been evident in your own practice?
- What is your understanding of effective behaviour management and how has this been evident in your own practice?
- What do you know about raising student achievement and how has this been evident in your own practice?
- What do you consider to be the role of a teacher in communicating with children's parents/caregivers and how has this been evident in your own practice?
- What personal and professional attributes do you consider are necessary for a graduating teacher's successful integration into the staff of a school in New Zealand today and how has this been evident in your own practice?

NOTE: The student teacher should be able to effectively and independently communicate his/her knowledge, skills and dispositions.

**Provisional judgement** about pass/fail occurs, and is **confirmed by the professional supervisor, once the practicum has been completed.**

**NOTE: Final course grades are moderated/confirmed by the practicum coordinator and course director prior to release to the student teacher at the end of the semester.**

## Notes for the professional supervisor

**Please 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, the professional conversation, the Teaching Council's Graduating Teacher Standards and e-portfolio expectations. The practicum is assessed against the learning outcomes.

It is important that this final **assessment is rigorous** as this is the credentialing practicum. **Practice indicators** are provided to assist you in considering the evidence that informs your decision. Honest PS feedback in an on-going manner (both oral and written) through the practicum is critical.

**The ability to demonstrate practice reflective of an emerging beginning teacher as they conclude EDPRAC 305 is a critical indicator that a student teacher is ready to graduate.**

**When a student teacher passes EDPRAC 305 a judgment is being made that they exhibit 'beginning teacher' independence.**

**For the professional conversation:**

- consider previous:
  - open, timely and constructive communication with the student teacher in regard to his/her progress against the learning outcomes
  - 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)
- indicate a **justified provisional assessment** of the practicum learning outcomes that incorporates consideration of the Teaching Council's Graduating Teacher Standards
- ensure that a suitable time for the conversation is arranged
- arrange availability at the negotiated time
- encourage and support the ST and AT to participate in their roles, and support the 'interview-type' question process at the conclusion of the professional conversation. **The student teacher should not have prior notice of which question/s will be asked.**

Arrangements for this meeting often require some flexibility. Please negotiate a suitable time for you all (the ST, AT and PS). If this is not possible to arrange for you all to meet together, please make an appropriate alternative arrangement and note this on the Assessment Report. Alternative arrangements must enable the ST to fulfil the requirements of the professional conversation.

Note: The ST should be able to effectively communicate his/her knowledge, skills and dispositions.

**Provisional judgement about pass/fail occurs, and is confirmed by the professional supervisor, once the practicum has been completed.**

**The professional supervisor documents the grade for the practicum placement requirement of the course on the Report Form and includes a recommendation for future development.**

Please **complete all sections** of the report **in full**. Many student teachers make use of your comments in their CVs and as evidence for their e-portfolio.



### **Student teacher, associate teacher, professional supervisor**

Final validation of the student teacher's e-portfolio record of their demonstration of the Teaching Council's Graduating Teacher Standards will occur at the Bachelor of Education (Teaching) Primary Programme forum following this practicum. EDPRAC 305 practicum makes an important contribution to this final validation.

**NOTE: Final course grades are moderated/confirmed by the practicum coordinator and course director prior to release to the student teacher at the end of the semester.**

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## **Graduating Teacher Standards: Aotearoa New Zealand**

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These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike.

Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners. (Refer <https://educationcouncil.org.nz>)

### **Professional Knowledge**

#### **Standard One: Graduating Teachers know what to teach**

- have content knowledge appropriate to the learners and learning areas of their programme.
- have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

#### **Standard Two: Graduating Teachers know about learners and how they learn**

- have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- know how to develop metacognitive strategies of diverse learners.
- know how to select curriculum content appropriate to the learners and the learning context.

#### **Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning**

- have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

### **Professional Practice**

#### **Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment**

- draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- use and sequence a range of learning experiences to influence and promote learner achievement.
- demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

#### **Standard Five: Graduating Teachers use evidence to promote learning**

- systematically and critically engage with evidence to reflect on and refine their practice.
- gather, analyse and use assessment information to improve learning and inform planning.
- know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

### **Professional Values & Relationships**

#### **Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities**

- recognise how differing values and beliefs may impact on learners and their learning.
- have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- build effective relationships with their learners.
- promote a learning culture which engages diverse learners effectively.
- demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

#### **Standard Seven: Graduating Teachers are committed members of the profession**

- uphold the Teaching Council's Code of Ethics/Ngā Tikanga Matatika.
- have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.

