

Graduate Diploma in Teaching (Secondary)

2021 Practicum Handbook

EDPRAC 612: Professional Learning in Practice



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1. KEY PERSONNEL

Practicum is a partnership between schools and the Faculty of Education and Social Work. In order to ensure the best possible practicum for each preservice teacher, the following roles and responsibilities have been established:

At the Faculty:

Secondary Practicum Co-ordinator	<ul style="list-style-type: none">• Liaises with lecturing staff and co-ordinators in schools to develop appropriate programmes for all preservice teachers• Overviews all school placements• Available to discuss any problems or concerns relating to practicum
Practicum Office Room H202 foed-practicumteam@auckland.ac.nz	<ul style="list-style-type: none">• First point of reference for all inquiries relating to practicum• Negotiates all school placements• Prepares, distributes, collects and files all documents and correspondence relating to practicum.
Curriculum Lecturer	<ul style="list-style-type: none">• Involved in consultation around most suitable form of practicum for preservice teachers and goals for practicum• Likely to also have a Professional Supervisor role.
Professional Supervisor	<ul style="list-style-type: none">• Reports on student performance on practicum
EDPRAC 612 Lecturer	<ul style="list-style-type: none">• Provides support and general advice and guidance during practicum.

In the Schools:

The Principal	<ul style="list-style-type: none">• Gives authority for all preservice teacher placements in the school (often delegated to the co-ordinator).
Co-ordinator of Preservice teacher Programmes/Practicum Liaison Teacher	<ul style="list-style-type: none">• Liaises with heads of departments, associate teachers and the Faculty to prepare timetables.• Introduces preservice teachers to the school.• Provides general support and advice.
Associate Teacher/Mentor	<ul style="list-style-type: none">• Works directly with the preservice teacher in the subject area.• Introduces preservice teachers to the department.• Provides more specific support and advice.

2. AIMS OF PRACTICUM

All pre-service teachers (PSTs) are required to complete sustained supervised observation and teaching in contrasting schools.

The main aims of practicum are for pre-service teachers to:

- gain an understanding of the depth, complexity and constraints of school environments;
- recognise and apply the on-campus learning in a school environment;
- connect their experiences in school settings to their academic studies;
- practise and receive feedback regarding their teaching performance;
- consider and reflect on their own professional practice (teaching).

The five aims are linked. Whilst many PSTs are keen to teach as much as they can; this may be to the detriment of their practice if doing so deprives them of the time to plan thoroughly, reflect upon what they are achieving or to actively observe and analyse the practice of others. They should strive for a balance of personal teaching, observation and reflection. We are after **QUALITY** experiences rather than **QUANTITY**.

Specific learning outcomes, designed to reflect the developmental nature of teacher education, have been set for practicum:

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 *The Standards*.
4. Use digital technologies to foster and enhance collaboration.

Assessment

Your ability to meet these learning outcomes will be measured by:

- Associate teacher and professional supervisor reports
- Attendance and engagement in practicum
- Development of an e-portfolio that supports attestation via the capstone presentation at the end of the academic year.
- A presentation at the end of the course that articulates the inquiry you undertook and demonstrates your learning through the year.

Minimum expectations of pre-service teachers on all practicum experiences

- Participating fully in school life as is appropriate for the purpose of the particular practicum (See the more specific expectations in the table on page 5).
- Establishing professional, respectful relationships with staff and students (See page 8 for guidelines)
- Professional behaviour that upholds **Our Code Our Standards** – a major aspect of this is respecting confidentiality: not identifying individuals including staff and students and discussing their practice or learning with others either in or outside of the school.
- Punctuality and attendance for the **full school day** – at least 8.15am to 3.30pm. The school co-ordinator, ATs and the Practicum Office (foed-practicum@auckland.ac.nz) must be informed of any unexpected absences due to illness or bereavement before the school day begins.
- Proactive communication including being interested and inquiring about the school, open and available to feedback, daily monitoring of emails and prompt responses.
- Maintaining professional dress and presentation in accordance with the school's policy and the context in which you are working.
- Showing courtesy as a visitor to the school. For example, being considerate in how you use the department's workspace and resources, the staffroom and staff parking.

Note: the Faculty of Education reserves the right not to allow pre-service teachers to go on practicum if their absences from campus-based learning courses prior to practicum mean they would not be adequately prepared.

Specific expectations for each practicum

Practicum experience	Dates	Purpose	Specific expectations
Observation Practicum	17, 18 & 19 February	Observe a range of classes and teachers to enable the PSTs see their on-campus learning in action.	Actively observe and make appropriate notes (See page 5 for guidelines); Complete interviews for 613 assignment
Observation in Practicum 1 School	17 & 24 March	Enable PSTs to familiarise themselves with the school, colleagues and classes they will be working with in Practicum 1; Formulate personal goals to focus on in your first practicum.	Take opportunities to develop an understanding of the school structure and the roles of key staff; Gather information to ready you to be involved with your assigned classes during Practicum 1; Establish and develop a Practicum File (See page 6 for guidelines)
Practicum 1	29 March - 4 June	Develop familiarity with a specific school context; Develop understanding of the practices of effective teachers; Establish an effective working relationship with the school's co-ordinator, associate teachers and classes.	Work collegially with associate teachers including for form class and duty; Complete a timetabled load of observing/teaching about 12-15 contact hours/periods per week; Provide associate teachers with full lesson plans prior to teaching; Seek and engage with regular feedback from associate teachers; Attend and engage with staff meetings, PD and department meetings as appropriate; At the end of practicum, reflect on the experience, all feedback and reports to develop evidence based, personal goals to focus on in Practicum 2.
Observation in Practicum 2 School	28 July	Enable PSTs to familiarise themselves with the school, associate teachers and classes they will be working with in Practicum 2; Refine and share personal goals developed in response to Practicum 1 with associate teachers.	Take opportunities to develop an understanding of the school structure and the roles of key staff; Gather information to ready you to be involved with your assigned classes during Practicum 2; Establish and develop a Practicum File (See page 6 for guidelines)
Practicum 2	2 August - September 17	Develop familiarity with a specific school context; Establish a working relationship with the school's co-ordinator, associate teachers and classes.	Work collegially with associate teachers including for form class and duty; Complete a timetabled load of observing/teaching about 15-18 contact hours/periods per week; Provide associate teachers with full lesson plans prior to teaching Seek and engage with regular feedback from associate teachers; Attend and engage with staff meetings, PD and department meetings as appropriate; By the second half of Practicum 2, be managing a workload approximating that of a beginning teacher.

Throughout Practicum 1 and 2, we hope that your teaching experiences will follow a pattern along the lines of:

- Observation
 - Teach a single lesson
 - Observe associate teacher again (be purposeful in your observation – what are you looking for now that you have taught this class? How could you refine and improve your practice?)
 - Teach a couple of lessons in a row
 - Observe your associate teacher again
 - Teach a sequence of several lessons in a row and then once again, observe – and so on.
- This process is more important than the actual number of lessons taught.

3. CLASSROOM OBSERVATION

The Observation Practicum (**February 17, 18, 19**) and the days prior to Practicum 1 & 2 (**March 17, 24 & July 28**) provide PSTs with the opportunity to see **how** experienced teachers facilitate teaching and learning and their wider professional responsibilities. Observations do not necessarily provide a model to imitate; more a chance to identify the deeper processes that enable learning to happen. Carefully planned observation will provide opportunity for you to analyse, discuss and reflect. Your observations should be recorded in an appropriate format so that recognition of the characteristics of teaching and reflection take priority.

Classroom observations usually focus on three main areas:

Class environment	What's on the walls? How are the whiteboard/projector used/laid out? How are the desks set up? Seating plan or free choice? What are the noise levels like? Room temperature and lighting? Time of day and weather? What subject has the class just come from?
The teacher	How do they get the students into the room? Where do they stand and how do they signal for attention? Address the students? How does the lesson begin and conclude? Map the teacher's movement around the room. How many minutes of teacher talk are there and how is it broken up? Listen carefully for how they word their instructions and questions and what these are. Do they choose students to contribute (if so how?) or wait for volunteers? How long do they wait for students to answer? How is feedback given and what form does it take? How many activities and how long is given for each? How are transitions between activities managed?
The students	Do they put up their hands to speak or call out? How many contribute to class discussion? How quickly do they begin work? What equipment do they use to work? How can you tell they are listening to instructions? What behaviours do you notice that indicate they are engaged? What off-task behaviour do you notice? How do the students interact with their peers? What do they do if they're stuck/confused/needing help?

Good and Brophy (1987) warn of focussing too much attention on the behaviour of the teacher:

"Observers often try to reduce the complexity of classroom coding by focussing their attention exclusively upon the behaviour of the teacher. This is particularly true of teachers in training, who are still trying to determine what teachers do in the classroom. This is misplaced emphasis. The key to looking in classrooms is student response. Are the students actively engaged in worthwhile learning activities?" (p. 71)

How to Observe

When you are observing, **describe rather than evaluate the evidence**. What are you seeing? As an observer, your role is to collect **data, not to judge** the teachers. Only record anything that you would be happy to share with the teacher you're observing. The lesson you are observing is part of a wider sequence of learning and not a 'show' lesson for your benefit, consequently, some of the practices advocated by the Faculty may not be observable in that particular lesson. Respect your more experienced colleague and recognise you may not fully understand what you are seeing.

When you are observing, take care not to disturb the natural flow of behaviour in the classroom (i.e. facilitate, behaviour that would take place if the observer were not present). While you are actively observing, **remain unobtrusive and avoid interacting with students**. Please note that active observation is different from assisting the teacher where you are encouraged to help the students in group work or individually.

As you are a guest in their classroom, the teacher has the right to know what you are doing. Teachers who are being observed value when the pre-service teacher:

- takes an active interest in the lesson and follows classroom policy especially with regard to the use of devices such as phones and laptops.
- pays attention during instructions and explanations so the students in the class aren't distracted.
- observes in pairs, avoids talking to one another during the class.
- appreciates the opportunity to observe and is keen to discuss the lesson with the teacher who has just bared their practice.

Observation Techniques and Formats

There are many different ways to observe a classroom. There are some formats to choose from on page 14 onwards. You are **required** to carry out at least one example of the General Observation on page 14 and then you should choose from the formats from pages 15 & 16 that you feel will be most useful and most appropriate to the classroom situation you are observing. Preserve confidentiality by not identifying teachers and students by name, even in your rough notes.

Pre-service teachers on practicum should work within the Privacy Act 1993. Broadly, this means that **information gathered by you in the context of your role as a preservice teacher in a school is to be treated as confidential**.

4. PRACTICUM REQUIREMENTS

The Practicum File

The Practicum file is an essential means of demonstrating a full level of engagement in the practicum experience. It is a hard-copy file or folder that must be developed and kept up-to-date and be available for Associate Teachers and Professional Supervisors to view. **Your Professional Supervisor must view your Practicum File to complete your practicum report.** From our experience, PSTs with full, well organised practicum files tend to be more successful in their practicum experience; they are organised, can readily find things and generally feel on top of the demands of practicum.

Practicum File Required documentation	Check
Class descriptions, special features, organisation – e.g. class lists, timetable	
School setting, special features, organisation – e.g. map, bell times, notices, calendar of events	
School policies/procedures as appropriate	
Teaching log to record your activity in and around the school (i.e. the one explained to you in EDPRAC 612)	
Long-term planning (unit plans)	
Lesson plans and resources	
Assessment information and record keeping – e.g. e-asTTle data, exit cards, achievement data	
Focussed observations and analysis of data	
Formative observation sheets/notes written by your associate teacher(s)	
Evaluations and reflections	

Arranging Professional Supervisor visits for Practicums 1 and 2.

Professional supervisor lists and email addresses will be posted on the EDPRAC 612 Canvas website. Pre-service teachers are expected to take the initiative to contact their professional supervisor via email to organise the visit.

Send your professional supervisor (PS) the following details:

- the start and finish time of each period, including wet weather arrangements;
- details of the timetable if the school is not on a Monday–Friday timetable (i.e. if it uses a 6-day, 7-day or 10-day timetable);
- a range of options for lecturers visiting.

The PS visit and report will provide you with important information about your teaching particularly if you choose to be observed with a class that provides you with the opportunity to demonstrate a range of skills. An energetic Year 10 may give your PS greater insight than a small, compliant Year 13 class. The PS report is only one, albeit important, piece of data to assess your competence: this one visit alone will not determine that you have “passed” the practicum.

If there are other pre-service teachers in the school expecting visits from the same lecturer, attempt to nominate visiting times that fall on the same day. Please note that professional supervisors will be visiting many students and ideally, the visit should take place in the second half of practicum. Book a visit in well in advance to ensure they have time available to visit you at a time that suits you both.

Professional supervisors will meet you for 20 minutes before the observation to go over the lesson plan, talk about your experience and identify some aspects of your practice to focus on. It is especially important that you are available for 30 minutes to discuss the observation with your PS **after the lesson**, so make sure that you are **not timetabled to teach at this time**. It is ideal if your associate teacher is present at the post-lesson discussion, but this is not always possible.

Practicum Reports

Associate teachers are required to complete a report based on their observations and discussion of your teaching in the middle and towards the end of the practicum. The mid-practicum report is an essential indication to both you and your university lecturers that you are making adequate progress so it is in your interests to ensure the reports are submitted online in a timely fashion. The end of practicum (summative) reports along with your professional supervisor's reports provide important evidence of your ability to meet the learning outcomes for EDPRAC 612. Use the support people outlined on page 2 of this handbook if there is any suggestion that your success in this paper is at risk.

We will email electronic copies of all material to your associate teachers via school coordinators. Electronic copies (apart from reports) can also be retrieved from the Associate Teacher Practicum Hub on the Faculty's website (<https://www.practicum-hub.auckland.ac.nz/>).

The report is written by the associate teacher **for the Faculty of Education and Social Work**. While associate teachers are encouraged to show it to you and discuss it with you, this is not to seek your approval for what is written. You should not enter into negotiations with a school or associate teacher about the content of a report. If you have any concerns about a practicum report, you should discuss your concerns with the Secondary Practicum Co-ordinator.

Reports are submitted electronically to the Practicum Office (foed-practicumteam@auckland.ac.nz) at the end of practicum. You must do your best to ensure the reports are completed before you leave the school at the end of the Practicum. Associate teachers will be advised to cc- you when they submit the report.

Practicum Assessment

For both Practicums 1 and 2, your professional supervisor and associate teachers will assess your performance and determine your achievement.

Professional supervisors and associate teachers will indicate progress using the following scale:

Shows high degree of competence as a preservice teacher	
Shows overall competence as a preservice teacher	
Generally competent with minor limitations	
Competent in some areas, needing more development in others	
Needing more development in a range of areas	
Serious limitations	

Concerns or inadequate progress during or at the conclusion of Practicum

Schools are complex, high pressure environments filled with diverse personalities so it's not unknown for PSTs to face issues, not all of their own making. Communicate sooner rather than later with the appropriate person and most situations can be resolved. The Practicum Office will address all difficulties confidentially as soon as they come to light. There are a number of people you can turn to for help:

In the school:

- your associate teacher/s and the school's co-ordinator of pre-service teachers

At the Faculty of Education and Social Work:

- your EDPRAC 612 Lecturer
- your Curriculum Lecturer(s)
- Epsom Campus support services (Building 6ER)
- Health staff (GP and nurse) available Monday and Thursday 9am - 1pm.
- Counsellor available Monday and Thursday 9am - 3pm. For routine appointments, book online: auckland.ac.nz/counselling. For an urgent or academic slot, call 09 923 7681. In an emergency, call Mental Health Crisis on 0800 800 717.

Do not leave the school without confirmation from the Secondary Practicum Co-ordinator. You must remain at the school until the situation has been dealt with. Leaving the school under any other circumstances amounts to voluntarily terminating the practicum, and may result in a failure for the course.

You are placed in the school on the basis of an invitation from the school for you to be there. If, for any reason, the school wishes to rescind your invitation and terminate your placement, this may also be grounds for a failure in the practicum course.

Pre-service teachers whose reports do not indicate general competence or whose professionalism has caused concerns on practicum will be asked to meet with the Secondary Practicum Co-ordinator as well as their curriculum

lecturer. This meeting will explore the background to the reports, and offer an opportunity to set goals to address issues for future practicum experience(s).

5. PROFESSIONALISM

You enter schools as a **teacher** – albeit, a pre-service teacher. We deliberately call you a pre-service teacher rather than “trainee teacher” or “student teacher” to reinforce this idea. While we appreciate that you are in the process of becoming a teacher, you must conduct yourself in the same way as an employed member of the profession. This carries important obligations with it.

It means that, as a pre-service teacher, you are bound by the Teaching Council of Aotearoa New Zealand’s **Our code, our standards**. The link below takes you to a Teaching Council of Aotearoa New Zealand document that spells out the behaviours that honour the code and those that don’t: <https://teachingcouncil.nz/content/our-code-our-standards> Refer back also to the **Minimum expectations on practicum**, on page 4 for what this means as a pre-service teacher on practicum.

Safe interactions with Students *(extract from PPTA booklet, February, 2015):*

“Behaviours which put teachers at risk:

- Becoming over-familiar with students, through failing to maintain a professional distance. This includes the use of cell phone and email messaging and social networking sites.
- Entering rooms where students are dressing. PE staff, coaches, cultural group leaders, drama teachers and participants in school camps are particularly vulnerable.
- Invading a student’s personal space by, for example, leaning over them closely at a desk.
- Touching students in any way that can be construed as inappropriate, assault and/or sexual harassment.
- Using any racial or sexual name to refer to a student or group of students or tolerating students’ use of such language.
- Making racist or sexist remarks.
- Commenting on a student’s physical development either to other students or colleagues.
- Spending time privately with individual students.
- Leading a student to believe that a relationship could be any more than a professional one.
- Accessing pornographic or erotic material, or allowing students to distribute it or download it from a computer.
- Condoning or encouraging students to use alcohol or drugs.

The above behaviours directly contravene the Teaching Council of Aotearoa New Zealand’s *Our code, our standards* and the ‘Fit to be a teacher’ criteria. Teachers found to be in breach of the above will face disciplinary procedures resulting in the cancellation of registration at least. Criminal charges may also result.

To access the full brochure, go to: <http://ppta.org.nz/dmsdocument/136>

Working with Colleagues

We consistently emphasise the importance of relationships on this programme – while not sufficient in themselves, they are the cornerstone of an effective teacher’s practice. It’s easy to focus on relationships with students and underestimate the importance of being able to work collaboratively with colleagues.

A teacher’s main job is to TEACH SCHOOL STUDENTS. Their first priority is the students in their classes. This may mean your associate teachers need to be quite directive about what you teach and when you teach. Don’t assume this is personal, as it could simply be a by-product of high-pressure nature of schools.

Just as you may be juggling a range of commitments outside of your study such as family and part-time work, remember your colleagues in schools will also have demands on their time beyond mentoring you. Some will be curriculum or school leaders, may be taking on a new role or teaching responsibility or be new to mentoring pre-service teachers, and of course, have their own personal lives. Be sensitive and flexible around your demands on their time.

Many of our host schools advise PSTs to treat practicum like a seven-week job interview. This may be over-stating the case, but be aware of “good” teacher behaviours that leave an excellent impression, including:

- Giving yourself time at the beginning to understand the school and your AT’s ways by listening and watching closely.
- Being punctual, appropriately groomed and organised.
- Showing an interest and enthusiasm for teaching.
- Reciprocating any help given. For example sharing resources, doing the photocopying, being an extra pair of hands in the classroom when invited.
- Communicating effectively – be respectful, prompt, timely and not being afraid to seek clarification when you are unsure.

6. FACULTY OF EDUCATION AND SOCIAL WORK POLICIES RELATED TO PRACTICUM

It is important that you understand these policies as they apply to all practicums for all Faculty of Education pre-service teachers.

Leave for Pre-service Teachers during Practicum

A major requirement of your Faculty of Education programme is the completion of a minimum of fourteen weeks of practicum as determined by the Teaching Council of Aotearoa New Zealand. If you are absent from practicum for a number of days, even when fully justified by evidence, you may be required to do an additional practicum at a later time.

Practicum requires your presence in schools for the **whole teaching day**. Schools are advised of this requirement. Where you know in advance of any reason why you may be unable to meet this requirement, you need to apply for leave from the programme. In the case of unanticipated leave during practicum (e.g. sick leave, tangihanga/bereavement leave) pre-service teachers must notify the school coordinator and all associate teachers, and Practicum Office (foed-practicumteam@auckland.ac.nz), as far in advance as possible.

It is understood that pre-service teachers may need to seek leave in the latter part of the course when you are applying for jobs. However, you are encouraged where possible to seek appointments outside of the school day or when it is least likely to affect teaching commitments.

Managing a Disability

If you have a disability (ongoing or short term) we strongly recommend you make an appointment with disability@auckland.ac.nz to:

- register the disability so that you can access special consideration should you need it;
- discuss how to manage the disability while on practicum;
- identify strategies that can be put in place in order to prevent any potential problems;
- decide how and what to disclose to your colleagues in schools.

This includes conditions such as dyslexia, physical impairments, mental illness etc.

Use of Pre-service Teachers for Relief Teaching

Faculty of Education policy states that preservice teachers **may not be used** as relief teachers during practicum unless it is agreed that the pre-service teacher will benefit professionally from the experience, that ample time will be provided for the preparation and that another teacher will carefully supervise the pre-service teachers' teaching.

Exam Supervision

Many schools have exams during practicum. Schools may request pre-service teachers to assist with some supervision. Remember, however, that such supervision must be done under guidance and with support from associate teachers (i.e. visits to the exam room from time to time to make sure there are no problems). Exam supervision should be not exceed the contact hours lost due to senior classes not running at this time. Pre-service teachers should take advantage of opportunities to discuss marking procedures and to mark a sample of exam scripts.

Co- and Extra-Curricular Activity

Pre-service teachers are encouraged to become involved, although pressures of part-time work to meet study and living expenses often restrict this involvement. Involvement in such activities must be under guidance and support of an associate teacher. The pre-service teacher cannot assume responsibility for the activity without supervision. Driving students to activities should only be done if the school has put all the necessary protocols in place.

Pre-service Teacher Involvement in Camps and Field Trips

While placed in a school for practicum, a pre-service teacher may be offered the experience of participating in a school field trip or outdoor education programme. Such participation is, of course, understood to be voluntary if it involves time outside school hours and/or living away from the pre-service teacher's home.

Pre-service teachers are encouraged to undertake such experiences, provided:

- a) permission has been granted by the Secondary Practicum Co-ordinator;
- b) it forms an integral part of the curriculum of the class with which the pre-service teacher has been associated;
- c) the pre-service teacher gains at least as much practice teaching during the special programme as would have been gained had he/she been attached to other classes remaining at the school;
- d) that this experience is observed, commented on and reported by associate teachers in the usual way;
- e) that the preservice teacher does not assume the responsibilities of a member of the school staff or of a school supporting "adult" in terms of required student-to-adult ratio;

- f) costs of travel and accommodation involved are not a charge on the Faculty of Education or the pre-service teacher;
- g) legal and safety requirements are met by the proposed activity.

EDPROFST 613 ASSESSMENT TASK: Student Interviews During Observation Practicum – 17, 18 & 19 February

It is policy that all research carried out in schools should be approved by the Principal. If Principals have any concerns at all, they should contact the Faculty of Education lecturer named on the assignment. We respect a school's right to determine what constitutes appropriate research in the school.

During your observation practicum, collaborate with the school co-ordinator and the teachers you observe to select **TWO** students to interview about their motivation and engagement levels. We have asked school co-ordinators to timetable this into the three-day schedule they have prepared for you and your colleagues.

Choose students who are either highly engaged or highly disengaged or one of each. You will use these interviews to form the basis of your 613 motivation and engagement essay, whereby you attempt to explain the varying levels of motivation and engagement of your two students with the theories presented in class by Maree and Brian. You will also use your general observation notes from the particular class the students are in. Use students from the same class. If you are able to, observe the particular students you interview but this may not be possible. Prepare a set of interview questions for each student selecting items from the suggested list below. Some of the interview questions may be unique to each student based on your classroom observations. After gaining written permission from each student using the **Information for Student Interviewees Form** (take copies from page 12), carry out the two interviews.

Make sure the students you interview sign the following ethics form and that you assure them of their anonymity in your writing for EDPROFST 613.

General questions

What things do teachers do that keep you interested in what you are learning?

What things do teachers do that put you off learning (de-motivate you)?

What types of activities with your peer group help you to learn?

What has been your experience in the past of learning with your peers e.g. games, group presentations, and group discussions? Make a comment about this type of learning.

Prior knowledge, surface to deep learning, relevance, motivation, feedback

Do you feel teachers value what you already know when starting a new topic?

Do you feel free/confident in class (or a small group) to say what you really think? (Why/why not?)

How relevant does your teacher make the content to your life experiences, interests and future goals?

How could the teacher make what you learn more relevant?

Do you think the learning is too hard or too easy?

Explain how you think the teacher could make the learning easier or harder

What type of feedback from teachers do you find motivates you to keep learning?

What type of feedback makes you feel like giving up?

Metacognition

When learning something, how do you learn best?

What things make it hard for you to learn in class?

What things can teachers do to make it easier for you to learn in class?

Examples of additional questions unique to a particular student based on your observations in the classroom:

I noticed that during your Maths class you asked the teacher lots of questions. Can you tell me about that..... ?

I noticed that during your Science class you were texting. Can you tell me a bit about that.....?

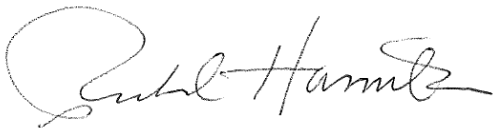
I noticed that during your English class you talked to one of your friends a lot. Can you make a comment about that.....?

Information for student interviewees

As part of an assignment in their EDPROFST 613 course, pre-service teachers at the Faculty of Education are required, on their practicum, to interview two students about their motivation and engagement in classroom learning.

The information gained by the pre-service teacher will be used for this assignment only and no one participating in the interview will be identified by name, nor will the name of the school be used. You have the right to withdraw from the interview at any time.

Thank you in anticipation.



Richard Hamilton
Head of School

CONSENT FORM

I have agreed to be interviewed by

for the purposes of the assignment he/she is required to complete for the Graduate Diploma in Teaching (Secondary) EDPROFST 613 course. I understand that the information gained will be used to identify neither my school nor myself by name and that it will be used only for the purposes of the assignment in this course.

Signed _____ (interviewee)

Date _____

7. ATTESTING TO *THE STANDARDS FOR THE TEACHING PROFESSION*

In order to apply for provisional registration as an outcome of completing the GDTSE, the Teaching Council of Aotearoa New Zealand expects that you are able to demonstrate your ability to meet the ***Standards for the Teaching Profession with support***. *The Standards* apply to all teachers irrespective of experience and type of registration, so it is recognised that after a year of training, you will still need guidance from mentors before you can attest to *The Standards* independently. You will have received a copy of ***Our Code, Our Standards*** in your induction pack. All aspects of your courses will enable you to become familiar with *The Standards*.

The culminating integrative assessment (CIA) or capstone task in EDPROFST 614 will be the tool used to demonstrate that you have met the *Standards for the Teaching Profession*. You will be given guidance in your EDPRAC 612 and EDPROFST 614 classes about how to set up your e-portfolio and the appropriate evidence to gather. **Original** material that you have developed in 2021 and that exemplifies your best practice and inquiry needs to be collected.

During the course of this year you are to undertake an inquiry into an aspect of practice that many teachers find challenging. The focus for the inquiry in 2021 is seeking to answer the question: **How can I engage the learners in my classroom?**

You are to carry out at least two iterations of this inquiry, one on each of your practicum placements. You are advised to use the format and structure of the Inquiry cycle as presented in *The NZC* (2007, page 35) and Sinnema and Aitken, (2016).

Please note the following:

- This task will be elaborated fully in EDPROFST 614 classes.
- There are several deadlines during the year when parts of the inquiry must be submitted.
- You will need two data sets for this capstone assignment. A data set may include feedback from your associate/mentor and professional supervisor.
- You will be presenting your inquiry to members of your EDPRAC 612 tutorial group in the period after the October break.
- Your inquiry material will be located in your e-portfolio which acts as a repository for the resources you develop and gather during the year, the feedback you receive from your mentors and professional supervisor, and for the assignments you complete. This will enable you to make links to *Our code, our standards* as you share with your tutor and colleagues your justification for why you should be eligible for registration and provisional certification as a beginning teacher.

Evidence for your task will be drawn from a range of sources including:

- Units, lesson plans and resources you've created
- Student work (including assessment data), group tasks, photographs of the whiteboard or room displays you've made
- Reflections on your practice and learning, plus feedback from associate teachers and students

Making the connection between your learning/development as a teacher and *The Standards* is a steady, ongoing process. Teaching is a complex task and so coming to terms with the various aspects of the job takes time and commitment to understanding the demands.

The e-portfolio and presentation is an assessed activity, and it will also provide you with a record of the foundation you have laid for becoming a teacher. All teachers, irrespective of their experience or status in a school, are required to maintain a portfolio of work that attests to the *Standards for the Teaching Profession*.

Some suggestions to help with your e-portfolio include:

- Keep *The Standards* on hand and refer to them regularly;
- Listen for references to *The Standards* in your various courses;
- Talk to your associate teachers about how *The Standards* are represented in their schools;
- Collect and carefully label all the work you generate over the year and consider how it reflects *The Standards*;
- Engage with activities in EDPRAC 612 classes designed to support your understanding.

Your e-portfolio collection needs to be "live" throughout the course and will support your EDPROFST 614 presentation during the final two weeks. EDPROFST 614 lectures will provide more details about the requirements for the presentation and the assessment criteria.

STANDARDS FOR THE TEACHING PROFESSION

Note: the 'Elaboration of the standard' is not a checklist but aims to give the profession a shared understanding of possible evidence that might attest to each of The Standards.

Standard	Elaboration of the standard
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.
Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<ul style="list-style-type: none"> Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	<ul style="list-style-type: none"> Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> Learners, families and whanau Teaching colleagues, support staff and other professionals Agencies, groups and individuals in the community. Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.
Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	<ul style="list-style-type: none"> Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities. Develop an environment where the diversity and uniqueness of all learners are accepted and valued. Meet relevant regulatory, statutory and professional requirements.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	<ul style="list-style-type: none"> Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Design learning that is informed by national policies and priorities.
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	<ul style="list-style-type: none"> Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the education aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Ensure learners receive ongoing feedback and assessment information and support them to use this information guide further learning.

8. PHOTOCOPY ORIGINALS

Observation Chart 1

General Observation

Please fill out this chart throughout your Practicum observations so that you have as many examples of teacher behaviour as possible to discuss with your EDPRAC 612 class. Record key phrases verbatim where possible.

This is how teachers dealt with the following situations:

Class:

Date:

Time:

As students entered the classroom at the beginning of the lesson

When beginning the class

When beginning the students on a task

When attracting the students' attention

Transitions from one activity to another

Student inattention

Students asking to leave the class (for the toilet, to collect equipment, to go to the sick bay, etc)

Students questioning work given

Students putting others down; sexual harassment

The last five minutes of the lesson

Giving out homework

Students leaving the class at the end of the lesson

Observation Chart 2 - Optional

Grapes Lesson Observation

Note precisely what happens in the lesson in each of the following areas. Record key phrases where possible.

G	How was attention gained each time it was required? How was attention maintained?	
R	How was the lesson linked to the previous lesson? (Review)	
A	How were the aims of the lesson communicated to the students?	
P	How was new material explored or presented ? How were key or difficult points stressed? How were visual aids used? How were activity instructions given?	
E	What opportunities were there for student activity? (Exercises) What was the nature of the activity?	
S	How were the key points of the lesson summarised ?	

Observation Chart 3 - Optional

Class Management, Transitions and Misbehaviour

	Teacher Language “What did the teacher say?”	Non-verbal signals “What did the teacher do?”
Lesson Opening Record what the teacher did at the start of the lesson.		
Transition Beginnings For each transition, record how the teacher got students working.		
Student off-task behaviour Briefly note details of any student misbehaviour to which the teacher responds. Record what the teacher did to correct student misbehaviour.		
Lesson Ending Record what the teacher did to conclude the lesson.		