

AIMS AND STRUCTURE OF PRACTICUM

Thank you for hosting one of our pre-service teachers. Practicum is seen as a central and essential component of the Graduate Diploma in Teaching (Secondary) programme. It is the focus of EDPRAC 612. The practicum provides the environment for pre-service teachers to use an evidence-based approach in order to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts.

All pre-service teachers are required to complete supervised observation and teaching in different schools.

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

- Gain an understanding of the depth, complexity and constraints of school environments;
- Contextualise and integrate the Faculty of Education learning in a school environment;
- Bring insights from their experiences in school settings to their Faculty of Education studies;
- Practise and receive feedback regarding their teaching performance;
- Consider and reflect upon their own and others' professional practice (teaching).

These five aims are linked. Whilst many students 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 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.

LEARNING OUTCOMES FOR PRACTICUM FOR PRE-SERVICE TEACHERS IN THE GRADUATE PROGRAMME

Preservice Teacher Learning Outcomes for Practicum 1

1. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
2. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
3. Implement personal goals that enhance professional development.
4. Establish and demonstrate professional, ethical professional relationships in educational settings.
5. Show how their learning and practice meets the Code of Professional Responsibility and Standards for the Teaching Profession.

• PRACTICUM 1 (29 March – 4 June 2021)

1. Expectations for Practicum 1

The focus of this practicum will be on school context and developing positive professional relationships with students and colleagues. The focus of this practicum is to enable pre-service teachers to develop their ability to plan, implement, assess, evaluate and reflect on their teaching practice in a sustained way in the context of their teaching subject(s). Personal goals will be developed through feedback from observations and advice and guidance from ATs.

Preservice teachers are expected to:

- Be at school for the duration of the school day (8.15am – 3.30pm at least)
- Work collegially with 2 or 3 associate teachers (some for more than one class);
- Work collegially with one associate teacher in a form teacher role and duty roster role;
- Attend briefing regarding the school's pastoral and school management policies;
- Take opportunities to develop an understanding of the school structure and the roles of the key staff;
- Complete, as appropriate, the tasks set by Faculty of Education lecturers;
- Observe a range of lessons (e.g. if possible, follow a junior class for a day, see ATs teach other classes or teachers in other learning areas), and **possibly**, move towards team teaching and individually teaching

groups of students. Teaching a full lesson independently **is not a requirement**, but allowable should the AT and PST find it appropriate.

- Attend full staff meetings and department meetings, as appropriate, **although perhaps not all of them over the 7 weeks**;
- Complete a timetabled observation/teaching load of approx 12–15 hours/periods a week (3 classes);
- Build up from teaching part-lessons, to single lessons, to teaching 2 or 3 sequences of 2-3 lessons with each class during the practicum. Ideally follow a pattern of observe, teach a lesson, observe, teach a couple of lessons, observe again, then teach a sequence of lessons, including further opportunity for observation;
- Have organised practicum documentation that is accessible and professionally maintained;
- Provide associate teachers with full lesson planning **in a time agreed** before a class is taught;
- Seek oral and written feedback from associate teachers on lessons taught;
- Engage with advice and guidance on a weekly basis (approximately 1 hour).

PRACTICUM 2 (2 August – 17 September 2021)

The focus of this practicum, in a school different from Practicum 1, is to enable pre-service teachers to fully demonstrate their ability to plan, implement, assess, evaluate and reflect on their teaching practice in a sustained way. This practicum builds on expectations and learning of Practicum 1.

Preservice Teacher Learning Outcomes for Practicum 2

15. Collect, analyse and critically engage with information from educational settings to inform, evaluate and enhance the effectiveness of their professional practice.
16. Demonstrate effective teaching practices known to enhance learning. These include planning, assessment, organisation, communication, and management of and within the learning environment.
17. Implement personal goals that enhance professional development.
18. Establish and demonstrate professional, ethical relationships in educational settings.
19. Show how their learning and practice meets New Zealand Education Council Graduating Teacher Standards.

In addition to the minimum expectations for Practicum 1, and after an initial period of observation, pre-service teachers are expected to:

- Increase observation/teaching to approximately 15-18 hours/periods a week once again following a pattern of observe, teach a lesson, observe, teach a couple of lessons, observe again, then teach a sequence of lessons, including further opportunity for observation;
- Build up to teaching several sequences of 3-4 lessons with each class during the first five weeks of the practicum.

In the final two weeks of the practicum:

- Demonstrate personal pedagogical practice in curriculum planning and teaching as acknowledged of a beginning teacher;
- Take responsibility for the teaching of classes;
- Carry out the full duties expected of a beginning teacher (e.g. form teacher role, playground duties).