

Associate Teacher Guidelines

The following guidelines express the Faculty of Education expectations of associate teachers.

These things help acculturate the pre-service teacher into professional practice:

- Accept the pre-service teacher as a respected (even though inexperienced) colleague. **Please don't underestimate how important it is to their experience that they feel a welcome member of your class and department.**
- Introduce the pre-service teacher to the class as a visiting teacher;
Provide the pre-service teacher with a class roll and/or seating plan;
- Share a copy of the department scheme and class programme with the pre-service teacher;
Discuss the characteristics and capabilities of your class and work covered to date;
- Give the pre-service teacher as much notice of future lessons as possible so that there is time for research and thorough preparation;
- Ask the pre-service teacher about the pressures from their other teaching responsibilities and balance requirements accordingly;
- Provide the pre-service teacher with a copy of student texts/resources for the duration of the practicum;
Assist the pre-service teacher with planning by discussing approaches and resources that you might use in teaching popular topics;
- Support, after consultation, a pre-service teacher's attempts to try styles and approaches different from your own;
- Provide written constructive feedback on lessons taught and provide advice and guidance on a weekly basis (approximately 1 hour) – the most helpful type of feedback is most often that which provides the pre-service teacher with data about the lesson from which conclusions can be drawn and new goals set;
- **Complete the mid-practicum and summative Associate Teacher Reports before the end of the practicum and discuss with the pre-service teacher.**

WE RECOGNISE HOW BUSY ASSOCIATE TEACHERS ARE, BUT PRE-SERVICE TEACHERS' PROFESSIONAL GROWTH IS ENHANCED WHEN TIME IS SET ASIDE TO DISCUSS THEIR EXPERIENCES AT YOUR SCHOOL

Associate teachers have a right to expect certain professional attitudes from pre-service teachers:

- Reliability, especially in meeting commitments to teach;
- Regularity and punctuality of attendance;
- Commitment, enthusiasm and initiative;
- Active observation of lessons, taught by associate teacher;
- Ethical conduct that does not undermine the status of the associate teacher;
- Willingness to consider advice and accept evaluation;
- Co-operation as a member of a team;
- Realisation that associate teachers are busy people and that their prime responsibility is to the education of their students;
- Sharing of lesson plans for all lessons the preservice teacher undertakes to teach.

ASSOCIATE TEACHER REPORTS

Make time to discuss the completed Associate Teacher Report with the pre-service teacher at the time of writing. Please submit the reports electronically to the Practicum Office (foed-practicumteam@auckland.ac.nz) and CC the student in the email.

Thank you, once again, for your time and commitment to working with our pre-service teachers.