



Practicum overview

graduate diploma of teaching primary

The purpose of this document is to outline the aims, learning objectives and structure of practica for the grad.dip teaching primary courses, of which our partnership schools play a significant role. Please see [The Practicum Handbook](#) (in right-hand panel) for more detailed information on Policies, Key Teaching Tasks, Expectations, Assessment Procedure, Our Code, our Standards, and more.

Practicum Structure

There are two practicum courses: EDPRAC 615 in semester one and EDPRAC 616 in semester two. Face-to-face students spend Wednesdays and Thursdays in schools for 3-4 weeks ahead of their shorter block practicum.

	EDPRAC 615 block teaching School A		EDPRAC 616 block teaching School B
Timing	Three weeks at the beginning of the year	Five-six weeks June-July	Six-seven weeks October-November
Focus for Students	Gain an introduction to teaching	Develop competence in each of the Key Teaching Tasks.	Develop independence in each of the Key Teaching Tasks
	Demonstrate requisite communication and dispositional qualities to become a teacher	Demonstrate requisite communication and dispositional qualities to become a teacher	Consolidate and revise a philosophy of learning and teaching

School Coordinators' and Associate Teachers' (AT) Roles

School Coordinators

- Attend University briefings prior to practicum and share information with ATs
- Liaise with University professional supervisors to arrange observation visits
- Support student teachers through formal and informal meetings
- Sign off on reports

Associate Teachers

- Share, discuss and assist in planning and assessment processes with students
- Regularly give verbal and written feedback on their planning, teaching and goals.
- Have professional conversations with University professional supervisors and student teachers and complete assessment report.

Aims of Practicum

All student teachers are required to complete sustained supervised observation and teaching in contrasting placements. The main aims of practicum are for student 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).

Students should strive for a balance of personal teaching, observation and reflection.

Learning Outcomes

Students will:

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 external professional standards.
4. Use digital technologies to foster and enhance collaboration.

Assessment

Formal, summative assessment is conducted through a professional conversation with the Student Teacher, Associate Teacher and Professional Supervisor, where the student provides evidence of meeting the Learning Outcomes in a Digital Folder.