
Graduate Diploma in Teaching (Primary)

EDPRAC 615: Professional Practice 1

2024 Practicum One Brief



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Practicum Overview

Code & Title **EDPRAC 615: Professional Practice 1**

Points **15**

Calendar Prescription Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whanau in complex environments.

Restrictions *EDPRAC 600, 607, 698,611, 621, 622*

Learning Outcomes

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.

Each of the LO's align with Key Teaching Tasks at varying minimum expectations. See Practicum Handbook Appendix for the Key Teaching Tasks. See Practicum One Report for the aligning LO'S and corresponding Key Task Minimum Expectation.

Background Information

Aims and Purposes

The three-week practicum is the first of two block practica for EDPRAC 615. The aim of Practicum One is to give teacher candidates the opportunity to:

1. Begin the first step into the teacher induction process and explore the reality of the teacher's role.
2. Demonstrate that they have the requisite communication and dispositional qualities to become a teacher (linked to TCANZ requirements).

Overview

This practicum requires student teachers to become familiar with Aotearoa New Zealand primary settings, and to find out how a class is set up at the beginning of the year to support children's learning. Students are also required to demonstrate the appropriate professionalism and communication expected of a developing teacher.

Learning should occur through *observations*, *interactions with children*, and *discussions* with associate and other teachers, peers and school staff. The nature of the learning should be *interactive* and *collaborative*. While there is no set requirement to undertake planned teaching other than reading aloud and teaching a game, students have had some preparation to engage in planned teaching and are encouraged to take any opportunity to do so. A number of students have experience of 'teaching' in schools in NZ and overseas and are keen to extend their knowledge and practice.

Ensure you have read the **Practicum Handbook** with key information on Guidelines for Classroom Observation, Expectations and Assessment, and Appendices with planning, observation and reflection templates, KTTs, TCANZ information, planners, Disposition to Consider, and Form for Issues of Concern.

Students will need to:

- Undertake structured and focused observation of how class organisation and set up at the start of the year builds a supportive foundation for children's learning.
- Read aloud to children as frequently as possible and explore how children's interests and perspectives can be incorporated into this practice.
- Record themselves reading aloud and engage in critical reflection with peers.
- Teach a game to a group or whole class (e.g. word, PE or drama game).
- Assist learners on a daily basis and build positive relationships with them
- Demonstrate effective communication and professional dispositions.
- Explore the role of the teacher
- Assist the associate teacher in the classroom on a daily basis.
- Write Critical Reflections on their practicum experience
- Generate data for Child Study
- Gather evidence to demonstrate understanding and involvement in the wider curriculum.

Meeting the learning outcomes

Before the practicum begins, organise a digital folder in your Google Drive where you can upload documents and images, and your ongoing journaling, as evidence of your learning. The Associate Teacher and Professional Supervisor will need access to the folder.

Documentation has three purposes:

- 1) a reference point for teaching and planning;
- 2) providing evidence of meeting the practicum requirements;
- 3) keeping personal records of teaching that provide a foundation for reflection, future learning, and evaluation of personal, professional growth.

As developing professionals, student teachers are responsible for *documenting evidence* that clearly demonstrates that they have met the criteria for the Practicum Learning Outcomes.

Weekly Task Guide

Week	Student Teacher (ST) responsibilities
One	<ul style="list-style-type: none"> • Be prepared to introduce yourself to the class and tell them a little about yourself. • Learn the children's names and pronounce them correctly. • Observe teacher's greeting, roll call, and admin tasks at the beginning of the day. • Greet children when they arrive and learn to notice, listen and respond to them. • Observe teachers interactions with ākonga and whānau. • Learn about children's backgrounds and interests (e.g. observations, conversations, survey) • Use basic words in te reo for greetings and instructions. • Observe Associate Teacher (AT) communicating explanations and instructions. • Observe and record how: <ul style="list-style-type: none"> ◦ our associate teacher uses verbal and non-verbal communication to support children's learning and maintain classroom expectations. ◦ Your associate teacher reinforces positive behaviour. • <i>Provide some examples and describe the features of positive feedback communication.</i> <ul style="list-style-type: none"> • Sketch an aerial view drawing or take photos of the classroom plan showing the furniture, equipment and fittings. Include seating arrangements and find out why children are seated the way they are. • Observe children's interactions with each other in the classroom and playground. • Observe key times: packing up, transitions between lessons/groups, sharing resources, going to the toilet, keeping the room tidy and other organisational processes. • Investigate what rules and routines are established and how they are negotiated. • Observe AT reading aloud and/or sharing a story and teaching a game and/or a swimming lesson. Begin to plan, deliver, and evaluate a 'read aloud' activity with a book, poem, or other text (x3). Consider: how to capture interest, what kinds of questions you ask, how you connect the story to the lived experience of ākonga. • You will:

	<ul style="list-style-type: none"> ○ Use knowledge of children and their backgrounds and interests to engage them in learning. ○ Seek children's viewpoints and understandings to gain their perspectives. ○ Seat children so all can participate in learning. <ul style="list-style-type: none"> ● Use <i>IRIS Connect</i> to record one of your read-aloud sessions and: <ul style="list-style-type: none"> ○ Within IRIS Connect, reflect on your session by annotating key instances within the recording that show consideration for the points above (i.e. capturing interest; questioning; and connecting to lived experiences) <ul style="list-style-type: none"> ● Start to identify three ākonga in negotiation with AT for Case Study. ● Begin to observe ākonga interacting with others and the teacher. ● Establish teacher-learner relationships ● Identify their interests, needs, weaknesses, and general information. ● Begin to gather data on their academic progress. What information does your AT have? <ul style="list-style-type: none"> ● Become familiar with School policies and regulations. ● Negotiate with the AT a time to talk about what you are noticing, any questions you may have and to receive feedback. ● Support your AT in the classroom and attend 'duty' times. <ul style="list-style-type: none"> ● Find out what technology the class has use of, which digital platforms they use and what their purpose is (e.g. iPads and Seesaw to document and share learning with whānau) <ul style="list-style-type: none"> ● Write a daily journal of interactions with ākonga, kaiako and whānau, and any incidental teaching you engage in, and evidence of the wider curriculum.
Two	<ul style="list-style-type: none"> ● Negotiate to engage in early morning routines, taking the roll, greetings, admin tasks where appropriate. <ul style="list-style-type: none"> ● Plan, teach and evaluate 'teaching a game' x2. focus on: <ul style="list-style-type: none"> ○ Setting clear guidelines and boundaries ○ Communicating with children calmly; assertive but friendly. ○ Explanations and instructions that are clear and concise. <ul style="list-style-type: none"> ● Research the local iwi in the School community <ul style="list-style-type: none"> ○ Who are the local Iwi and where are their marae? ○ What are the ancestral/whakapapa stories of this place? <ul style="list-style-type: none"> ● Plan, deliver, and evaluate a 'read aloud' activity with a book, poem, or other text (x3). Consider: how to capture interest, what kinds of questions you ask, how you connect the story to the lived experience of ākonga. <ul style="list-style-type: none"> ● You will: <ul style="list-style-type: none"> ○ Use knowledge of children and their backgrounds and interests to engage them in learning. ○ Seek children's viewpoints and understandings to gain their perspectives. ○ Seat children so all can participate in learning. <ul style="list-style-type: none"> ● Use <i>IRIS Connect</i> to record one of your read-aloud sessions and: <ul style="list-style-type: none"> ○ Within IRIS Connect, reflect on your session by annotating key instances within the recording that show consideration for the points above (i.e.

	<p>capturing interest; questioning; and connecting to lived experiences)</p> <ul style="list-style-type: none"> ○ Within IRIS Connect, share your recording with a peer for feedback in relation to your annotations. <ul style="list-style-type: none"> ● Continue to work with three ākonga in negotiation with AT for Case Study. <ul style="list-style-type: none"> ○ Observe ākonga interacting with others and the teacher. ○ Establish teacher-learner relationships ○ Identify their interests, needs, weaknesses, and general information. ○ Begin to gather data on their academic progress. What information does your AT have? ● Discuss Code of Responsibilities with AT ● Support your AT in the classroom and attend 'duty' times. ● Write a daily journal of interactions with ākonga, kaiako and whānau, and any incidental teaching you engage in, and evidence of the wider curriculum.
Three	<ul style="list-style-type: none"> ● Continue to engage in the early morning routines, support in the learning space, and teaching opportunities where possible. ● Engage in connecting with whānau, other kaiako, and support/specialist staff (scheduled meetings, duty, lunchroom conversations). ● Plan and share a story/learning experience on the local iwi you researched the previous week. ● Plan, teach and evaluate a game responding to feedback from your AT and evaluation. ● Plan, deliver, and evaluate a 'read aloud' activity with a book, poem, or other text (x3). ● Continue to gather relevant data for your Child Study. Observe how your Case Study ākonga behave during morning tea and lunchtime and record what you notice. ● Write a critical reflection describing a challenge, tension or burning question you have. ● Within your <i>IRIS Connect</i> dashboard: <ul style="list-style-type: none"> ○ Provide constructive feedback to a peer by annotating the recording they have shared with you. ○ Once you receive peer feedback, share your own recording with your PS. ● Write up your Assessment Report and share with AT. ● Support your AT in the classroom and attend 'duty' times. ● Write a daily journal of interactions with ākonga, kaiako and whānau, and any incidental teaching you engage in, and evidence of the wider curriculum.

Associate Teacher and Professional Supervisor

On practicum, you will be mentored by a classroom teacher – Associate Teacher (AT). For some of you there may be several teachers in the same learning environment. Please check the Handbook for the responsibilities of your AT. This is your first point of contact.

Each School also has a School Coordinator. The School Coordinator is the key person who liaises with the University. They will be able to guide you and answer any queries you may have.

The Professional Supervisor (PS) is employed by the university and meets with you at the beginning of the practicum and provides an overview of the expectations, checks your files are uploaded and that they have access, and assesses the final report at the completion of the practicum to ensure you have met the Learning Outcomes. You will need to ensure both the AT's report and your self-assessment report are sent through to the PS.

Practicum Assessment: Requirements and Processes

The Assessment Report is a collaborative document.

All three parties involved in the practicum: associate teacher, student teacher and professional supervisor each *take responsibility for a written component* of the assessment on the report. It is expected for Practicum One that students will have a number of areas requiring development.

Student teachers are to take responsibility for completing the requirements and document this as evidence in their digital practicum folder. The ST must **complete the self-assessment section of the report well before the final practicum day** in negotiation with their AT. *Once completed by AT, SC and PS, the ST submits the final report into assignments on Canvas.*

Associate teachers need to give student teachers three pieces of brief written feedback over the three weeks regarding student's professional **attributes, communication and relationships** comments in the form of bullet points. Associate teachers need to **complete two parts** of the practicum report and then advise the School Co-ordinator that the report is ready for their sign-off.

Part One: Comments need to be recorded in the box on the inside of the report about communication, professional relationships and dispositions. This can take the form of a series of bullet points or one paragraph.

Part Two:

- Complete the four continuums related to the four Learning Outcomes.
- The two boxes to the left of the continuum indicate a non-achieved assessment grade for the Learning Outcome.

School Co-ordinators sign-off the report under the AT signature and advise the student that the report is ready for PS sign-off.

Professional Supervisors will schedule a meeting with students as a group. They will monitor student progress, check digital folders and assist students with filling in the self- assessment components of their practicum reports. They will lastly complete reports after practicum and sign them off, then sent through to the practicum office and cc students into the email so they can be uploaded onto canvas.