

Graduate Diploma in Teaching (Primary)

EDPRAC 616: Professional Practice 2

Practicum Three [Part A] Brief

2024



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Practicum Overview

Code & Title	EDPRAC 616: Professional Practice 2
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	<i>EDPRAC 600, 607, 698,611, 621, 622</i>
Learning Outcomes	<ol style="list-style-type: none">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

Practicum Three is made up of two parts: Part A is a three-week practicum scheduled at the beginning of the school year; and Part B is a five-week practicum during Term 2. The aim of Practicum Three is to give teacher candidates the opportunity to:

1. Develop competence in each of the Key Teaching Tasks.
2. Demonstrate that they have the requisite communication and dispositional qualities to become a teacher (linked to TCANZ requirements).
3. Construct a Philosophy of Teaching for the cumulative Capstone task.

Practicum Three [Part A] Overview

In addition to building upon the learning from EDPRAC 615, Practicum Three [Part A] requires student teachers to become familiar with 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 teacher.

As in EDPRAC 615, 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 teaching a game, students have already engaged in planned teaching and are encouraged to take any opportunity to do so.

Please ensure you have reread 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, planers, 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.
 - How the Associate Teacher identifies the learning needs of ākonga.
 - Classroom management routines with a focus on the learning environment and developing learning relationships.
- Teach a game to a group or whole class (e.g. word, PE or drama game) and use IRIS connect to record part of this teaching and reflect on your practice by annotating the recording.
- Assist learners on a daily basis and build positive relationships with them.
- Research the local iwi in the school community.
- Demonstrate effective communication and professional dispositions.
- Assist the Associate Teacher in the classroom on a daily basis.
- Write one critical reflection on their practicum experience

Meeting the learning outcomes

Before the practicum begins, revisit your digital folder in your Google Drive and create a new Practicum Three [Part A] sub-folder where you can upload documents and images, and your ongoing journaling, as evidence of your learning. Your Associate Teacher and Professional Supervisor will need access to the folder.

As developing professionals, student teachers are responsible for *documenting evidence* that clearly demonstrates that they have met the criteria for the practicum learning outcomes and requirements.

Weekly Task Guide

Week	Student Teacher responsibilities
One	<ul style="list-style-type: none"> ● 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) ● Observe associate teacher communicating explanations and instructions. <ul style="list-style-type: none"> ○ Observe and record how: ○ Your associate teacher uses verbal and non-verbal communication to support children's learning and maintain classroom expectations. ○ Your associate teacher reinforces positive behaviour. ● Provide some examples and describe the features of positive feedback communication.
	<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. ● Begin to observe ākonga interacting with others and the teacher. ● Establish teacher-learner relationships ● Identify their interests, needs, weaknesses, and general information.
	<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 brief, 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. Used basic words in te reo for greetings and instructions. <ul style="list-style-type: none"> Using observations from Week One, plan, teach and evaluate teaching a game or other activity. 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. Capturing interest, questioning and connecting to children's lived experiences. 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 10 mins of your game/activity lesson (you can record a longer session and then edit the recording down to 10 mins in your IRIS dashboard): <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 etc.) Share your annotated recording with your PS <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"> Discuss, with your associate teacher, goals that you are considering (for Part B) in relation to: <ul style="list-style-type: none"> The curriculum; Our Code, Our Standards; and dispositions for teaching <ul style="list-style-type: none"> Support your AT in the classroom and attend 'duty' times. Continue to write a brief, 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. <ul style="list-style-type: none"> Write a critical reflection describing a challenge, tension or burning question you have. Use Smyth's model. <ul style="list-style-type: none"> Support your AT in the classroom and attend 'duty' times. Continue to write a brief, daily journal of interactions with ākonga, kaiako and whānau, and any incidental teaching you engage in, and evidence of the wider curriculum.

Assessment Three [Part A] Requirements and Processes

Assessment Responsibilities

For Practicum Three [Part A]:

- **Student Teachers** take responsibility for meeting the learning outcomes and requirements, and are to document planning, feedback and reflections as evidence in their digital practicum folder.
- **Associate Teachers** need to give student teachers verbal and written feedback on their planning before implementation, and regular written observations of their teaching practice.
- **Professional Supervisors** will monitor student progress, check digital folders, reflections, and may provide student teachers with feedback in relation to the student's evidence of achieving the requirements if needed.

Practicum Three [Part A] Observation Report

For Practicum Three [Part A] there is no Assessment Report. There is an Observation Report, which replaces the Assessment Report.

Student teachers take responsibility for completing the requirements and document this as evidence in their digital practicum folder. *Once they have collated the evidence, as per the description in Canvas, student teachers can upload it in Canvas Assignments.*

Associate teachers need to give student teachers at least one piece of brief written feedback regarding the planning and teaching of the game.

School Co-ordinators support the student teacher in all overarching school-related aspects of the practicum.

Professional Supervisors will monitor student progress, check digital folders and may provide student teachers with feedback in relation to the student's evidence of achieving the requirements if needed.