



UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

EDUCATION AND
SOCIAL WORK

Graduate Diploma in Teaching (Primary)

EDPRAC 615: Professional Practice 1

2024 Practicum Two 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 Two Report for the aligning LO'S and corresponding Key Task Minimum Expectation.

Background Information

Aims and Purposes

This six-week block practicum is the second of two block practica for EDPRAC 615. The aim of Practicum Two 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).

Overview

Practicum Two gives you, as a student teacher, the opportunity to build upon the learning from Practicum One. Your documented observations and reflective practice, as well as the connections created with your placement schools, will be the foundation from which to grow in confidence and competence in the classroom. During practicum two you will draw upon the content and tools explored in your coursework, and plan in consideration of theories of teaching and learning. In collaboration with your associate teacher, you will use assessment data to plan, deliver and evaluate lessons for small groups, and whole class environments in literacy, numeracy and in wider curriculum areas.

As in Practicum Two, 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*. As you gain experience with planning and delivering learning experiences for ākonga, *reflecting on* and *evaluating* your own teaching will become a significant part of your 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.

In line with the *Code of Professional Responsibility* and your commitment to the teaching profession, remember your first point of contact is your associate teacher and/or the school coordinator, this includes if you have a concern. If you have any further questions or concerns with regards to your placement, your next point of contact is your professional supervisor and then practicum coordinator.

Over the course of practicum two students will:

1. Plan, implement and evaluate written teaching plans for whole class and multiple group

learning.

2. Take responsibility for the organisation and management of the whole class for extended periods of time including a period of sustained full responsibility for five or more days.
3. Develop, implement and evaluate one disposition goal and one curriculum goal.
4. Write and share two Smyth critical reflections.
5. As a group, arrange a meeting with the Principal to discuss issues for beginning teachers. Formulate questions together and share with the principal in advance.
6. Implement and present the story of your Passion Inquiry Project to a collaborative group - this could be Associate Teachers and School Coordinators along with peers at the same school.
7. Use IRIS connect to critically reflect on practice (see below).

IRIS connect

Continue to use IRIS connect as a way to critically reflect on your practice.

For this practicum we are specifically asking you to use IRIS connect (no more than 2-3 times) to critically reflect on Wider Curriculum (**Essential Learning Areas ELA**) teaching plan/s you have designed and implemented. This may be connected to your Passion Project.

1. Build on your AT's planning (adding detail related to the bullets in number 2 below) and using IRIS, record 10-15 mins of yourself teaching the beginning of lessons from the wider curriculum learning areas: H&PE, Sci, SS, Tech, or the Arts. (This will only be a recording of the Student Teacher - no ākonga will be focused on)
2. Use the recording and '615B' IRIS Form to annotate instances of practice related to:
 - a. How you introduce the topic/lesson
 - b. How you communicate the purpose of the lesson and the learning area of focus
 - c. How you introduce the LO/LI & SC
 - d. How you use teacher prompt questions to enhance ākonga understanding / engagement with the content
 - e. How your chosen learning activity(ies) supports ākonga to develop conceptual understanding related to the ELA
3. You will need to share one IRIS recording with a peer and get peer feedback on the above points (a-e) by the end of week three (your PS will let you know who to share with).
4. You will need to share one IRIS recording with your PS and identify 1-2 specific aspects of practice you desire feedback on.

Meeting the Learning Outcomes

Planning

Process

1. Document and file the term overview planning of the class/syndicate.
2. Create and use a weekly diary planner to manage the required tasks
3. Follow associate teacher's planning and engage with assessment of students to

understand the planning and teaching process. Review chapter five for planning and chapter six for assessment (609 textbook).

4. Source or develop and use a lesson planning format (single plans working towards series plans – check again with associate teacher) to plan your teaching with ongoing evaluation of your teaching.

Expectations

Student teachers must show all planning to their associate teachers in advance of implementation. Students need to establish with the associate teacher how far in advance the planning needs to be submitted for feedback.

When using school/syndicate unit plans remember they should be rewritten in response to the cultural and learning needs of the particular class being taught. You should also begin to demonstrate your own pedagogical and philosophical teacher identity by bringing into the planning and teaching your own strengths in content, passion and skills.

Documentation

All planning and related documentation needs to be filed in your **digital folder**. Revise the folder from practicum one in preparation for practicum two; you will draw on this documentation as evidence of meeting LOs for the assessment report, for future course work and for managing your time on practicum, so a clear and carefully maintained folder is important. The files can be organised to suit each student teacher's working style but there are notes on possible organisation in the Practicum Handbook. The digital folder is a public document and should be accessible to the associate teacher, professional supervisor, principal and school practicum co-ordinator at all times.

Weekly Task Guide

Note: Face-to-face students have Wednesdays and Thursdays timetabled in the four weeks before Practicum Two. Online students can negotiate which two days per week they attend for those four weeks. The following is a **guide** to how you may organise your weeks.

Week	Student Teacher (ST) Responsibilities	Associate Teacher (AT) Responsibilities	Professional Supervisor (PS) &
			School Co-ordinator Responsibilities
Before block practicum inc 2 days per week	<p>Document and file the term overview planning of the class/syndicate (gather resources, draft up plans, check assessment data).</p> <p>Investigate assessment and planning processes of AT for numeracy and literacy.</p> <p>Revise folder from practicum one in preparation for practicum two and share with PS, AT and SC.</p>	<p>Share syndicate planning with ST and advise where the ST could prepare (gather resources, draft up plans, check assessment data).</p> <p>Share numeracy and literacy assessment and planning processes with ST</p> <p>Check Digital Folder.</p>	<p>PS: Check the digital folder is organised and provide feedback if required.</p> <p>Provide feedback on disposition and curriculum goals and associated action plans.</p>

	<p>Planning and implementing Passion Inquiry Project.</p> <p>Share and discuss with AT your 'Key teaching Tasks a Reflection on Practice' document.</p> <p>Share curriculum and disposition draft goals with AT and PS and finalise.</p>	<p>Give feedback on Passion Inquiry Project</p> <p>Discuss 'Key teaching Tasks a Reflection on Practice' document with ST</p> <p>Provide feedback on disposition and curriculum goals and associated action plans.</p>	<p>SC: Attend University/SC briefing and share information with ATs</p> <p>Schedule any ongoing meetings with ST.</p> <p>Discuss practicum brief and assessment report with ST and ATs.</p>
<p>One</p> <p>Mon 22nd May - Fri 26 May</p>	<p>Complete running records and/or something similar for one small group and analyse writing for one group. (see 625 course)</p> <p>Using assessment data, develop, implement and evaluate plans for one specific group in both literacy and numeracy for the week.</p> <p>Develop, implement and evaluate a lesson plan for at least one other curriculum area other than numeracy or literacy, this might be related to your passion inquiry project. Think again of the wider curriculum and integration.</p> <p>Take responsibility to organise and manage the whole class for a block of time. You can use your own planning and/or AT planning.</p> <p>Start actioning the disposition and curriculum goals and evaluate regularly.</p>	<p>Share and discuss your planning that the ST may draw from.</p> <p>Read through ST planning and give feedback for implementation.</p> <p>Give written and verbal feedback on observed teaching paying particular attention to goals.</p>	<p>PS: Conduct initial group visit.</p> <p>Arrange observation visit and professional conversations for week 4, 5 or 6 with SC.</p> <p>SC: Welcome/induct ST</p> <p>Discuss practicum brief and assessment report with ST and ATs.</p> <p>Liaise with PS for observation visit</p> <p>Schedule any ongoing meetings with ST</p>
<p>Two</p> <p>Mon 29th May - Fri 2nd June</p>	<p>Engage with assessment data, develop, implement and evaluate plans for multiple groups/whole class in both numeracy and literacy.</p> <p>Develop, implement and evaluate a series of lesson plans for at least one other curriculum area other than numeracy or literacy.</p> <p>Take responsibility to organise and manage the whole class for a whole</p>	<p>Read through ST planning and give feedback for implementation.</p> <p>Share and discuss plans that the ST will use during day of full responsibility.</p> <p>Give written and verbal feedback on observed teaching paying particular attention to goals and <i>KTT</i></p>	<p>SC: Involve ST in school/syndicate PLD, and meetings as appropriate.</p> <p>Check in weekly with ST; as a group, informally, &/or in skill building workshops.</p>

	<p>day using both own planning and AT planning.</p> <p>Evaluate goals (ongoing) and record progress notes.</p> <p>Complete a Smyth critical reflection on a challenging incident or ethical dilemma faced over the first 2 weeks of practicum. Focus on in-depth inquiry into what happened, your positioning, your assumptions, your beliefs and where these come from. Share with AT and PS.</p> <p>Planning and teaching in the Wider Curriculum – use IRIS connect to record your introduction to a lesson/s and reflect on your practice (615B Form).</p>	<p><i>2- Plans sequences of lessons with specific learning intentions and linked success criteria that draw on key curriculum documents and assessment information to address ākonga learning needs and strengths</i></p>	
<p>Three</p> <p>Tue 6th June - Fri 9th June</p> <p>*Queen's Birthday Monday</p>	<p>Begin to prepare provisional assessment report for professional conversation in either week 4, 5 or 6.</p> <p>Continue to develop your skills in the planning and teaching process, shifting from small groups to managing the whole class, and eventually for all curriculum areas in negotiation with your AT.</p> <p>Evaluate your goals (ongoing). Complete and plan to share Passion Inquiry Project in week four or five.</p> <p>Plan with your AT and PS when you will begin your five days of sustained full responsibility (week four, five or six).</p> <p>Share you IRIS recording (with completed Form annotations) with a peer for feedback</p> <p>Provide feedback to a peer on their IRIS recording.</p> <p>Share one IRIS recording with your PS and request feedback on 1-2</p>	<p>Begin to prepare provisional assessment report for professional conversation in either week 4, 5 or 6.</p> <p>Read through ST planning and give feedback for implementation.</p> <p>Give written and verbal feedback on observed teaching paying particular attention to goals and KTT 10 - <i>Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning</i></p> <p>Act in 'teacher-shadow' role and monitor the student teacher's daily programme and remind them of any procedures that may need to be addressed. In this way the AT will act as an external voice for the</p>	<p>PS: Check Week 2 Smyth reflection and give feedback.</p> <p>In IRIS, provide feedback on 1-2 aspects of practice as requested by the student.</p>

	aspects of your practice.	student teacher while they become accustomed to the classroom requirements. The aim is to guide STs towards success in the area of classroom organisation and management.	
Four Mon 12th June - Fri 15th June	Prepare provisional assessment report for professional conversation in either week 4, 5 or 6. Plan, implement and evaluate at least 5 days of full responsibility - week 4, 5 or 6. Taking responsibility to organise and manage the whole class including: planning and teaching the whole class for literacy and numeracy for the week; Developing, implementing and evaluating a series of lesson plans for all other curriculum areas that are scheduled to be taught in the term overview. Share Passion Inquiry Project week four or five. Principal's discussion. This could include questions related to expectations of provisionally certificated teachers, what Principals look for in job applications and interviews for beginning teacher positions and important professional issues facing the profession.	Prepare provisional assessment report for professional conversation in either week 4, 5 or 6. Read through ST planning and give feedback for implementation. Give written and verbal feedback on observed teaching paying particular attention to goals	PS: Conduct observation visit and professional conversations for weeks 4, 5 or 6.
			SC: Liaise with PS to facilitate observation visits.
Five Mon 12th June - Fri 15th June	Continue to prepare provisional assessment report for professional conversation. Smyth critical reflection on a challenging incident or ethical dilemma faced over the period of full responsibility, and in depth investigation with clear bullet points indicating 'what next?'.	Prepare provisional assessment report for professional conversation in either week 4, 5 or 6. Read through ST planning and give feedback for implementation.	PS: Conduct observation visit and professional conversations for weeks 4, 5 or 6.
Six Mon 12th June -	Evaluate goals. Observe AT or other teachers in school to seek solutions and refinements to own practice	Give written and verbal feedback on observed teaching paying particular attention to goals.	SC: Sign off on assessment report and advise ST.

Practicum Assessment: Requirements and Processes

On-going Assessment Responsibilities

Student Teachers are to take responsibility for meeting the learning outcomes 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 written observations of their teaching practice.

If there are significant areas of concern, discuss these with the **School Coordinator**, document early using the 'Issues of Concern' form (see Practicum Handbook), and discuss with the student and Professional Supervisor, make a plan for going forward, and send a copy of the form through to the Practicum Leader, Megan Clune m.clune@aucland.ac.nz.

Professional Supervisors will conduct an observation of the student teacher teaching and have a professional conversation with students. They will monitor student progress, check digital folders, reflections, goals, and assist students with filling in the self-assessment components of their practicum reports. If an *Issues of Concern form* is activated, the PS will liaise with the AT and student to plan an action of response. Ensure all documentation is recorded and the Practicum Leader is in the loop.

Assessment Report

This is a collaborative document which is a shared google doc hosted in the student teacher's practicum folder and then converted to PDF for submission. All four parties involved in the practicum: associate teacher, student teacher, school co-ordinator, and professional supervisor each complete part of the report as outlined below.

NOTE: It is expected that at the beginning of the course all students will have a number of areas requiring development. However, if there is a concern please contact the PS early in the practicum.

If a significant concern about professional competency remains, this needs to be identified in the report with documented feedback from the associate teacher to support this.

Student Teachers

We recommend that you begin completing your report well before the end of practicum so that all parties have time to complete their sections before the last day of practicum

Part 1

- Mark one of the boxes for each KTT. Review Practicum Handbook for elaboration on what each level looks like.
- Use the comment box to add brief **concrete and specific** comments that demonstrate your accomplishments. These statements should be linked to evidence in the digital folder where possible. Evidence consists of documented daily journaling, observations, reflections, lessons taken and evaluated, written feedback from associate teacher and feedback from children.

Part 2

Draw on the feedback from your AT and your professional discussion with your PS to:

- Synthesise your learning achievements
- Articulate what the next steps towards your development as a teacher will be
- Pass to your associate teacher for their evaluation.

Once the report is completed by AT, SC and PS, submit the PDF into assignments on canvas.

Associate Teachers

Part 1

- Mark one of the boxes for each KTT (see note above). Review Practicum Handbook for elaboration on what each level looks like. AT's are not expected to add comments in this section.

Part 3

- Tally KTT evaluation from part one to indicate students progress with LOs. eg LO 3: developing 3/4 Independent 1/4.
- Add a general comment regarding the students strengths and areas for improvement
- Sign and share with the School Co-ordinator to sign also.

Professional Supervisors

Part 4

- Consider the spread of achievement level for each LO, and assess whether any 'beginning' or 'of concern' KTTs should be held over.
- Taking into consideration the students overall achievement in each LO, assess when areas 'of concern' will result in not achieved for that LO.
- An evaluation of 'not achieved' for any LO will result in failure of the practicum.
- A moderation meeting will be held to ensure consistency of PS evaluation decisions.
- Sign and convert the final report to PDF and send a copy to the student.