



Graduate Diploma in Teaching (Primary)

EDPRAC 616: Professional Practice 2

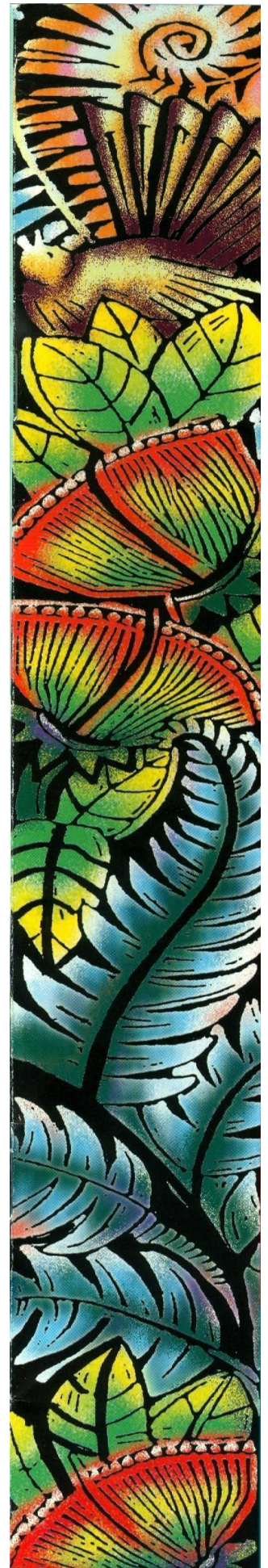
# Practicum Three [Part B] Brief

## 2024



## Contacts

<b>Practicum Leader</b> Megan Clune	Email: <a href="mailto:m.clune@auckland.ac.nz">m.clune@auckland.ac.nz</a> Phone: +64 9 373 7599 Ext 48216
<b>Practicum Office:</b> Room 105, Level 1, Building 212, 12 Symonds Street  <b>Practicum Placement  Coordinator</b> Selina Gukibau  <b>Practicum Manager</b> Shima Mozafarian	<a href="mailto:foed-practicumteam@auckland.ac.nz">foed-practicumteam@auckland.ac.nz</a>  Email: <a href="mailto:selina.gukibau@auckland.ac.nz">selina.gukibau@auckland.ac.nz</a> DDI: +64 9 922 8781  Email: <a href="mailto:s.mozafarian@auckland.ac.nz">s.mozafarian@auckland.ac.nz</a> Phone: +64 9 373 7599 Ext 48781
<b>Director Graduate Diploma  Teaching Primary Programme</b> Dr Esther Fitzpatrick	Email: <a href="mailto:e.fitzpatrick@auckland.ac.nz">e.fitzpatrick@auckland.ac.nz</a> Phone: +64 9 373 7599 Ext 48518
<b>Associate Dean and Head of  Initial Teacher Education</b> Dr Paul Heyward	Email: <a href="mailto:p.heyward@auckland.ac.nz">p.heyward@auckland.ac.nz</a> Phone: +64 9 373 7599 Ext 89847



## Contents

Contacts	2
Contents	3
<b>Practicum Three Overview</b>	<b>4</b>
Course Description	4
Learning Outcomes	4
Aims and Purposes	4
Overview	5
Requirements	5
<b>Meeting the Learning Outcomes</b>	<b>6</b>
Planning	6
Weekly Task Guide	7
<b>Practicum Assessment Requirements and Processes</b>	<b>11</b>
Ongoing Assessment Responsibilities	11
Assessment Report	11

## Practicum Three Overview

### Course Description

**Code & Title**                      **EDPRAC 616: Professional Practice**

**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.

### Aims and Purposes

The aim of this practicum 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.

## Overview

There is a seven week block practicum for EDPRAC 616.

This practicum gives you, as a student teacher, the opportunity to build upon the learning from EDPRAC 615. Your critical reflections and professional conversations from previous practica will be the foundations from which to develop independence in the classroom. During this practicum you will continue to refine your Philosophy of Teaching to prepare yourself for the Capstone task. 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 previous practica, 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, Dispositions to Consider, and form for Issues of Concern.

In line with the *Code of Professional Responsibility* and your commitment to the teaching profession (see the Practicum Handbook) remember your first point of contact is your Associate Teacher and/or the School Co-ordinator, 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 the Practicum Leader.

## Requirements

Over the course of Practicum Three, you will be required to:

1. Develop written plans for the teaching of the whole class and multiple groups.

2. Assess children's learning and use assessment data to inform future planning and teaching of specific groups of children.
3. Take responsibility for the organisation and management of the whole class for extended periods of time including a period of sustained full responsibility of 10 days.
4. Develop and implement two goals (one disposition goal and one curriculum goal).
5. Share with Associate Teacher and Professional Supervisor two Smyth critical reflections
6. Use IRIS Connect as a way to evaluate one of your goals with your peer(s).
7. Discussion with the Principal: As a group formulate questions prior to the meeting and give this to the principal. This should include questions related to expectations of provisionally certificated teachers (PCT) and the various functions and policies in the school.
8. Develop independence in each of the Key Teaching Tasks.
9. Craft your Philosophy of Teaching

## 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 (see example in Practicum Handbook appendix).
3. Follow Associate Teacher's planning, and engage with assessment of students to understand the planning and teaching process.
4. Source or develop and use a lesson planning format (single plans working towards a series of 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 previous practica in preparation for Practicum Three; 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 digital 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 made accessible to the Associate Teacher, School Co-ordinator, and Professional Supervisor at all times.

## Weekly Task Guide

*Note:* The following is a **guide** as to how you may organise your weeks.

Week	Student Teacher (ST) Responsibilities	Associate Teacher (AT) Responsibilities	Professional Supervisor (PS)
			School Co-ordinator
<b>Before block practicum</b> <i>2-days per week</i>	<p>Document and file the term overview planning of the class/syndicate (gather resources, draft up plans, check assessment data).</p> <p>Source planning documents for single and a series of lessons for different curriculum areas. Discuss with AT.</p> <p>Investigate assessment and planning processes of AT for numeracy and literacy.</p> <p>Revise folder from previous practicum in preparation for practicum three and share with PS, AT and SC.</p> <p>Share and discuss with AT your 'Key teaching Tasks a Reflection on Practice' document and your Philosophy of Teaching.</p> <p>Share curriculum and disposition draft goals with AT and PS and finalise.</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>Discuss 'Key teaching Tasks a Reflection on Practice' document with ST and Philosophy of Teaching.</p> <p>Provide feedback on disposition and curriculum goals and associated action plans.</p>	<p><b>PS:</b> Check the digital folder is organised and provide feedback if required.</p> <p>Check Philosophy of Teaching draft ideas.</p> <p>Provide feedback on disposition and curriculum goals and associated action plans.</p>
			<p><b>SC:</b> 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 <b>ST</b> and ATs.</p>
<b>One</b>	Make focused observations of AT and class, paying particular attention to aspects which relate to your goals	Share and discuss your planning that the ST may draw from.	<b>PS:</b> Arrange observation visit and professional

	<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. Evaluate lesson.</p> <p>Take responsibility to organise and manage the whole class for a block of time.</p> <p>Start actioning the disposition and curriculum goals and evaluate regularly.</p> <p>Critically reflect on practice and revise Philosophy of Teaching</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>conversations for weeks 5, 6 or 7 with SC.</p> <p>Conduct initial group visit.</p> <p><b>SC:</b> Welcome/induct ST 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>
<b>Two</b>	<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 day, (or more if agreed.)</p> <p>Evaluate goals (ongoing) and record progress notes.</p> <p>Carry out IRIS connect recording, in the context of one of your goals. Critically reflect by way of annotating the recording and share with your peer(s).</p> <p>Critically reflect on practice and revise Philosophy of Teaching</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. Consider what</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 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><b>SC:</b> Involve ST in school/syndicate PLD, and meetings as appropriate.</p> <p>Check in weekly with ST; as a group, informally, &amp;/or in skill building workshops.</p>



	this means for future practice. Share with AT and PS.		
<b>Three</b>	<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). Provide feedback on your peer(s) recording.</p> <p>Critically reflect on practice and revise Philosophy of Teaching</p> <p>Plan with your AT and PS when you will begin your ten days of sustained full responsibility.</p> <p>Provide constructive feedback to a peer by annotating their IRIS recording in relation to their goal.</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 <b>‘teacher-shadow’</b> 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 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.</p>	<p><b>PS:</b> Check Week 2 Smyth reflection and give feedback.</p>
<b>Four</b>	<p>Prepare provisional assessment report for professional conversation in either week 5, 6 or 7.</p> <p>Second IRIS recording of how you have responded to peer feedback related to goal(s) and share with peer. Evaluate goals.</p> <p>Plan, implement and evaluate <b>at least 10 days of full responsibility</b></p> <ul style="list-style-type: none"> <li>● Planning and teaching the whole class for literacy and numeracy for the week</li> <li>● Developing, implementing and evaluating a series of lesson plans for all other curriculum areas that are scheduled to be taught in the term overview.</li> </ul>	<p>Prepare provisional assessment report for professional conversation in either week 5, 6, 7.</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><b>PS:</b> Conduct observation visit and professional conversations for weeks 5, 6 or 7</p> <p><b>SC:</b> Liaise with PS to facilitate observation visits.</p>

<p><b>Five</b></p>	<p>Prepare provisional assessment report for professional conversation in either week 5, 6 or 7.</p> <p>Provide feedback on second IRIS recording for peer related to specified goal.</p> <p>Plan, implement and evaluate <b>at least 10 days of full responsibility</b></p> <ul style="list-style-type: none"> <li>• Planning and teaching the whole class for literacy and numeracy for the week</li> <li>• Developing, implementing and evaluating a series of lesson plans for all other curriculum areas that are scheduled to be taught in the term overview.</li> </ul>	<p>Prepare provisional assessment report for professional conversation in either week 5, 6, 7.</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><b>SC:</b> Liaise with PS to facilitate observation visits.</p>
<p><b>Six and Seven</b></p>	<p>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?'.  Evaluate goals.  Complete crafting Philosophy of Teaching.  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.  Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections.  Negotiate with AT specific lessons to teach to further refine practice.  <b>Complete Assessment report and share with AT</b></p>	<p>Prepare provisional assessment report for professional conversation in either week 5, 6 or 7.</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><b>Complete Assessment Report and Share with SC.</b></p>	<p><b>PS:</b> Conduct observation visits and professional conversations for weeks 5, 6 or 7.</p> <p>Arrange practicum de-brief meeting with student teachers in the week post practicum.</p> <p><b>SC: Sign off on assessment report and share with PS</b></p>

## Practicum Assessment Requirements and Processes

### Ongoing 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 regular written observations of their teaching practice.

**Professional Supervisors** will conduct an observation of student 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 report.

### Assessment Report

This is a collaborative document which is a shared Google Doc hosted in the student'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 by the end of Practicum 3, all students will be at 'independent' for each KTT. Definition of independence is provided in the Practicum Handbook and a continuum is provided in the report. However, if there is a concern please contact the PS early in the practicum and fill in a concern form if required to scaffold the student towards success. If a significant concern about professional competency remains please contact the Practicum Leader, Megan Clune.*

## Student Teachers

### Part 1

- Mark on the continuum for each KTT in your report. Review the Practicum Handbook for elaboration on what each level looks like.
- Use the comment box to hyperlink to evidence in your digital folder. Add **concrete and specific** comments that summarise your accomplishments.

### Part 2

- Make notes on the feedback from your professional discussion with PS
- Synthesise your learning achievements
- Reflect on the development of your philosophy of teaching

## Associate Teachers

### Part 1

- Mark on the continuum for each KTT. Review Practicum Handbook for elaboration on what each level looks like. *AT's are not expected to add comments in this section. Note: anything below independent is a fail.*

### Part 3

- Mark the overall evaluation from part one to indicate student's achievement.
- Add a general comment regarding the student's strengths and areas for improvement
- Sign and share with the school coordinator to sign.

## School Co-ordinators

### Part 3

- Review the report, sign and date at the bottom of Part 3.

**Student Teacher** *advises their PS when the report is ready for PS to complete.*

## Professional Supervisors

### Part 4

- Fill in the LO evaluation. An evaluation of not achieved for any LO will result in failure of the practicum, subject to moderation.
- A moderation meeting will be held to ensure consistency of PS evaluation decisions with Practicum Leader.
- Once capstone presentations are successfully completed the report can be processed as below.
- Sign and convert to PDF using the following naming convention for files and subject of email:  
**EDPRAC 616 PS Report student full name student username**
- Sends final PDF to the student to submit on Canvas.

**Student Teacher** *uploads completed PDF report to CANVAS*