



He Whakatakinga ki te Noho ā-kura Introduction to Practicum EDPRACM 100 (3 ki te 12 o Paengawhāwhā)

He Mōhiohio mā te Pouhāpai me te Pouako Pīrere *Information for associate teachers and student teachers*

This two-week non-assessed 'Introduction to Practicum' school placement in the student teacher's first semester of study is followed by a five-week assessed practicum, EDPRACM 100, in Semester 2. Where possible, student teachers will remain with the same class for both placements.

Te Pūtake o tēnei Noho ā-Kura: *Purpose of this school placement*

The purpose of this two-week placement is to provide a brief orientation to the school and class environment with specific focus on:

- the teacher's role
- communication and professional relationships

Students will also start to become familiar with

- school and classroom organisation

During this placement, student teachers need to be encouraged to observe carefully, and to think about and discuss what they have seen, heard, and experienced, particularly in relation to the tasks outlined in this leaflet. While documentation is required for each task, most written work should take place outside of class time. Student teachers should use all opportunities to interact with children and be fully involved in class and school programmes.

Ngā Whakahokinga Kōrero a te Pouhāpai ki te Pouako Pīrere: *Associate teacher feedback to student teachers*

Student teachers are encouraged to seek and act on feedback provided by their associate teacher during their school placement to support their developing understanding of and confidence in their role as a teacher.

At the conclusion of the two-week placement, associate teachers are required to provide written comments about student teacher progress and submit the electronic Completion Form located at this link

<https://www.forms.auckland.ac.nz/en/public/Education/intro-to-practicum-completion-form-bed-huarahi-maori.html>

Associate teachers, please discuss your Completion Form comments with the student teacher and help them to identify aspects of their practice to work on prior to and/or during their EDPRACM 100 practicum.

NB – Please ensure that email addresses for the associate teacher and student teacher are included in the Completion Form so that both receive a copy.

Ngā Whakapā Noho ā-kura

Faculty of Education and Social Work (FOESW) Contacts

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Arotahi 1: Te whakaatu māramatanga ki te tūranga o te kaiako hei whakatairanga i te ako i roto i te taiao ako pīroiroi

Focus 1: Demonstrate a beginning awareness of the teacher's role in promoting learning in a complex environment

Ngā tohu - *Indicators*:

1.1 the complex roles that teachers carry out within the class and the wider school environment to promote learning are explored.

Ngā Pātai Arotahi - *Focus Questions*

- What different roles do teachers play within the class and school that promote learning?
- In what ways do teachers interact with diverse individuals and groups to engage them in learning?

Mahi noho-ā-kura tuatahi - *Task 1*

Arrange with your associate teacher (and other teachers, if possible) **to watch**, on at least two occasions, specific ways the teacher interacts with individuals/groups to support their learning.

Record brief notes about the interactions you see.

- What links with theory from your EDPROFM 102 course can you identify?

Make a time to share with the teacher what you observed in each interaction. Talk about what you think was happening.

Discuss the purpose of each interaction.

- How do teachers know what children need to learn?
- How does this information shape the way teachers interact and work with diverse learners?

Record a summary of your discussion.

Mahi noho-ā-kura tuarua - *Task 2*

Wherever possible, use opportunities to **get to know learners** and support your associate teacher by working alongside children to **promote learning**.

When working with children, ensure you are aware of the learning purpose and seek to promote children's learning accordingly.

Following your interactions, discuss with the teacher your responses to these questions.

- Do you think you have made a difference for children's learning? How? Why?
- What links with theory from your EDPROFM 102 course can you identify?
- What are you learning about-
 - interacting with diverse learners?
 - promoting children's learning?

Record key points from your discussion.

Mahi noho-ā-kura tuatoru - *Task 3*

Note strategies you see your associate teacher using to maintain children's interest and engagement in learning during at least one lesson.

Record (use the template posted on Canvas if you wish)

- What does the teacher say/do?
- How do the children respond?
- What have I learned?

Discuss what you noticed with the teacher.

- Which strategies are effective in engaging unique learners in this classroom? Why?

Record a summary of your discussion.

Mahi noho-ā-kura tuawhā - *Task 4*

4.1 At the end of the placement, **record your response** to each question.

- What have I learned about the role of the teacher?
- What have I learned about children's learning?
- What actions will I take because of my learning?

Arotahi 2: Te whakaatu kaha ki te whakawhitiwhiti kōrero me te whakaū hononga ngaio

Focus 2: Demonstrate an ability to communicate and establish professional relationships

Ngā tohu - *Indicators:*

- 2.1 appropriate communication with children, colleagues and parents/whānau is established competently.
- 2.2 appropriate professional relationships with children and colleagues are established positively.

Ngā Pātai Arotahi - *Focus Questions:*

- In what ways and for what purposes do teachers communicate with children? colleagues? parents/whānau?
- How do teachers establish/maintain professional relationships with children? colleagues?

Mahi noho-ā-kura tuarima - *Task 5*

Make note of different ways that you notice teachers interacting with children, both within and beyond the classroom.

Ask questions of your associate teacher (and other teachers) to help you better understand what you have noticed.

NB - Note your questions down and ask the teacher outside of class time!

Discuss with your associate teacher (and other teachers in the school) what you have begun to understand about the teacher's role.

Record key ideas from your discussions.

Mahi noho-ā-kura tuaono - *Task 6*

In consultation with your associate teacher, **select** an appropriate book and **read aloud** to the class on more than one occasion.

Ask for feedback from your associate teacher about your use of voice (e.g., tone, expression, volume), confidence/presence, and fluency when reading.

Implement the feedback you receive next time you read aloud to the class. Ask for more feedback, implement, and build your confidence and capability!

Mahi noho-ā-kura tuawhitu - *Task 7*

In consultation with your associate teacher, **select** an appropriate Pāngarau game/activity to teach to a small group of children.

Plan carefully what equipment you will need, how you will teach the game/activity, and how you will manage the group during the session.

Following the session, **discuss** with your associate teacher.

- What went well? Why?
- What do I need to do better next time?
- What have I learned about my role as teacher?

Record key points from your discussion.

Mahi noho-ā-kura tuawaru - *Task 8*

Seek feedback daily from your associate teacher about your ability to communicate and establish professional relationships with children and colleagues.

Each week

Discuss and record using bullet points.

- progress you have made.
- aspects you need to develop further.
- identify how you will develop identified aspects.

Record reflective comments about your progress.

- What have I learned about my ability to communicate and use language effectively when interacting with children? colleagues?
- What have I learned about establishing professional relationships with children? colleagues?

Te Ū ki te Ngaio tangā - *Professional Conduct:*

Student teachers are expected to:

- attend school for at least eight hours each day - the starting and finishing times to be negotiated with the associate teacher (usually between 8:00 am – 4:00 pm), although commitment to staff and team meetings may extend this on some occasions.
- remain after school for sufficient time to help with preparation and to discuss the day's programme with the associate teacher.
- always give the associate teacher positive support.
- act as a junior professional colleague, including accompanying the associate teacher on duty, and modelling appropriate language and behaviours (e.g. turning off mobile phone during the school day).
- avoid extremes of fashion and be conservative in appearance when first arriving at school – student teachers should discuss with their associate teacher the school dress code and professional expectations.
- demonstrate awareness of professional and ethical boundaries.
- avoid situations where they may be left alone with a child or initiate physical contact with children.
- refrain from borrowing or taking teachers'/school property or records from the school without permission.
- contribute to morning tea and other expenses as required (e.g. photocopying).

Ngā Tūmanakotanga Ngaio - *Professional Expectations:*

Student teachers must demonstrate professional behaviour and responsible practice during all their school/practicum experiences. Student teachers are expected to be fully involved in the corporate life of the school and demonstrate collaboration with others, equitable practices, and positive involvement. Student teachers should familiarise themselves with and adhere to school policies relating to confidentiality and the Privacy Act and always preserve confidentiality.

Student teachers should refer to the Teaching Council's *Code of Professional Responsibility and Standards for the Teaching Profession* – refer <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.

Ngā Kaupapa Here o te Kura - *School Policies:*

Student teachers should become familiar with school policies, particularly those about:

- school values and expectations
- publication of children's images and work
- use of ICT – student teacher and children
- fostering positive behaviours
- children's safety
- physical contact/being alone with pupils

Te Ngaronga i te Noho-ā-kura - *Absence during practicum:*

Student teachers who are unable to attend school because of illness or unexpected emergency must notify their associate teacher and school before 8:00 am, and also notify both your campus Practicum Coordinator Dr Tauwehe Tāmāti - t.tamati@auckland.ac.nz or Yvette Meara - yvette.meara@auckland.ac.nz and the Practicum Office at foed-practicumteam@auckland.ac.nz.

Prolonged or multiple absences may indicate that further in-school experience is necessary before continuing to EDPRACM 100 Part B.

Te Ngaronga Motuhake - *Special Leave:*

Special leave (i.e. other than sick leave) must be applied for through the practicum co-ordinator. Applications for leave are completed online – please use the 'Request for Leave from Primary Practicum' form <https://www.forms.auckland.ac.nz/en/student/education-and-social-work/request-for-leave-during-practicum.html>

Kupu Māori

ā hinengaro
 ā ngākau
 ā tinana
 ako auaki
 akoranga ngaio
 anga marautanga
 angitu
 ārai whatitata
 aratohu
 aratohu mātauranga o te motu
 ariā
 aro(hia)
 aroā(tia)
 arohaehae(tia)
 arokā
 aromātai
 aromatawai takitoru
 aromatawai tōmua
 aromatawai whakawhanake
 aromatawai-ā-kōeke
 aronga
 arotahi
 aroturuki
 ataata-rongo
 auau
 haepapa
 haponi
 hauātanga
 haumaru
 hihiri
 horopaki
 horopaki whāiti (ā akomanga, ā kura, ā haponi)
 horopaki whānui (ā motu)
 hōtaka
 iho
 ira tangata
 kaingākau
 kaingākautanga
 kaupapa here
 kiritau
 kōeke
 kōeke ohaoha-pāpori
 kounga
 kōwae ako
 kōwhiri(a)
 kōwhiringa
 mahere ārai whatitata
 maiki
 mākohakoha
 marautanga
 mātai
 mātakitakitanga
 mātakitakitanga kua āta whakaritea
 matapaki
 matapaki ngaio
 mātātaki
 matatapu
 matatika
 mātātoa
 matawaenga
 matea ako
 mātoro
 mōkito
 mōrahi
 ngaio
 ngaiotanga
 ngohe
 ōhanga
 ohaoha
 ōkawa

Kupu Pākehā

cognitive
 emotional, affective = ā kare-ā-roto
 physical = kikokiko
 self-directed learning
 professional development
 curriculum framework
 successful
 risk management
 guideline
 national educational guidelines
 theory
 pay attention to, take note or heed of
 comprehend
 critique
 aware
 evaluate
 triadic assessment process
 pre-assessment
 formative assessment
 summative assessment
 aspect/disposition/attend to
 focus
 monitor
 audio-visual
 regular/consistent/frequent
 responsibility
 community
 disability
 safe
 motivation
 context
 micro
 macro
 programme
 essence
 gender
 interest(ed)
 interest, hobby
 policy
 self-worth
 grade
 decile level
 quality
 course, unit of work
 choose
 option
 risk management plan
 incident (misfortune)
 open-minded
 curriculum
 examine
 observation
 planned observation
 discuss
 professional discuss
 challenge
 confidential
 moral, ethics
 active
 dilemma
 learning need
 visit
 minimum
 maximum
 professional
 professionalism
 activity
 economy
 economic
 formal

ōpaki	informal
oro	sound
orotau	understand
paearu angitu	success criteria
paerewa pouako paetae	graduating teacher standard
paetae	achievement
pāhekoheko	interaction
paihere	unifying
pakeke	complex
pākiki	curious
pakirehua	inquiry
pakirehua pouako	teacher inquiry
pānga	relationship
pānui hārau(tia)	skim read
pānui arahanga	guided reading
papa taunaki	evidence base
pāpāho	media
pāpori	social
pārekareka	interesting = whakaihiihi = whai ihiihi
pīroiroi	complex
pīroiroitanga	complexity
poari whakahaere o te kura	school board of trustees
porihanga	society
pouako	teacher
pouako pīrere	student teacher
pouhāpai	associate teacher
poutoro	visiting professional supervisor
pūnaha	system
pūnahanaha	systematic
pūoro	music
putanga ako	learning outcome
putanga iho	outcome, consequence
pūtoi ako	pedagogy
pūtoi ako whaihua	effective pedagogy
raraunga	data
rautaki	strategy
rautaki whakahaere whanonga	behaviour management strategy
taiao ako	learning environment
taipitopito	detail
takitaro	provisional
takune	intended, intention
tāpua	significant
tātari	analyse
tauākī	statement
tauākī tūtohinga	charter statement
taunaki	evidence
taunekeneke	dynamic
tautake	philosophy
tāuteutetanga	engagement
tāutu(tia)	identify = tautohu(a)
tauwhāiti	specific
tauwhānui	general
Te Matatū o Aotearoa	Education Council of Aotearoa-New Zealand
te reo matatini	literacy
tīpako(na/hia)	select
toiora	well-being = waiora
toitū	maintain = whakapūmau
tōkeke	equity
tōrangapū	political
torotoro	explore
tōtika	effective
tūāhua	event
tuakiri	identity
tūhura	investigate = whakatewhatewha
tukanga	process
tumuaki	principal
tumuaki tuarua	deputy principal
tūtohinga o te kura	school charter
uara	values
urupare	respond, response
urutau	adapt
wāhanga ako	learning area
wahapū	articulate
wairua	spiritual
wetewete(kina)	deconstruct

whaiaro	personal
whāinga ako	learning intention
whāinga ngaio	professional goal
whakaangaanga	confront (i.e. to debate with oneself)
whakaaroaro(tia)	reflect, ponder upon (vt)
whakaawe(tia, ngia)	influence (vt)
whakaharatau whakaako	teaching practice
whakahihiko	motivate
whakahokinga kōrero ā tuhi	written feedback
whakahokinga kōrero ā waha	verbal feedback
whakamahere(tia)	plan (vt)
whakanikoniko	enhance
whakapae	allege, hypothesise
whakaraupapa(tia)	sequence
whakarite mahere	plan
whakarite whāinga	goal-setting
whakatairanga(tia)	promote
whakatau ngaio	professional judgement
whakataupua(tia)	put in time-out
whakatāuteute(tia)	engage
whakatenatena(tia)	encourage
whakatewhatewha	investigate = tūhura
whakatītina(tia)	foster (vt)
whakaū(ngia)	reinforce (vt)
whakawhitiwhiti whakaaro	communicate
whanonga	behaviour
whanonga ako	learning behaviour
wheako	experience
whenu	strand