Graduate Diploma in Teaching (Primary)
Practicum One [MY]
EDPRAC 615
Professional Practice
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Practicum Overview

**Code and Title:** EDPRAC 615 and EDPRAC 616 Professional Practice

**EDPRAC 615:** 15 points

**EDPRAC 616:** 15 points

**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 whānau in complex environments.

**Restrictions:** EDPRAC 600, EDPRAC 607, EDPRAC 698, EDPRAC 611, EDPRAC 621, EDPRAC 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 (KTTs) at varying minimum expectations. See Practicum Handbook Appendix Six for the Key Teaching Tasks. See Practicum One Report for the aligning LO’S and corresponding Key Task Minimum Expectation.
SECTION ONE: Background Information

Aims and Purposes

The first practicum is five weeks of two days (per week). The aim of this practicum 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 (as per 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, 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, Dispositions to Consider, and Form for Issues of Concern.

During Practicum One, the student teacher will:

- Undertake structured and focused observation of how class organisation is set up to be 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 once reading aloud and engage in critical reflection of that recording with peers.
- 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 one Critical Reflection on their practicum experience
- Generate data for Child Study for EDPROFST 609
- Gather evidence to demonstrate understanding and involvement in the wider curriculum for EDCURRIC 636.
SECTION TWO: Meeting the learning outcomes

Before the practicum begins, organise a digital folder in your University 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.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Student Teacher (ST) responsibilities</th>
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| 1-2   | - 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 teacher’s 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 teacher communicating explanations and instructions.  
      - 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.  
      - 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 teacher reading aloud and/or sharing a story. 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:
  - 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.

- Use **IRIS Connect** to record one of your read-aloud sessions and:
  - 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).

- 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?

- 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.

- Write a daily journal of interactions with ākonga, kaiako and whānau, and any incidental teaching you engage in, and evidence of the wider curriculum.

- 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)

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- **Negotiate to engage in early morning routines, taking the roll, greetings, admin tasks where appropriate.**
- **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:**
  - 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.

- **Use IRIS Connect** to record one of your read-aloud sessions and:
  - 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).
  - Within IRIS Connect, share your recording with a peer for feedback in relation to your annotations.
- Continue to work with three ākonga in negotiation with AT for Case Study.
- 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.

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- 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, 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.

- 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. Must complete the self-assessment section of the report well before the final practicum day in negotiation with their AT. *Once completed by AT and PS these are submitted into assignments on canvas.*

**Associate teachers** need to give student teachers three pieces of brief written feedback over the three weeks regarding a 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 email the report to the Professional Supervisor.**

**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.

**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.