Graduate Diploma in Teaching (Primary)
Practicum Two [MY]
EDPRAC 615
Professional Practice
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SECTION ONE: Practicum Two 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**

<table>
<thead>
<tr>
<th>LO1</th>
<th>Build and sustain positive, respectful, and ethical relationships and communicate professionally with ākonga, whanau, colleagues, and the wider community.</th>
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<tbody>
<tr>
<td>LO2</td>
<td>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.</td>
</tr>
<tr>
<td>LO3</td>
<td>Demonstrate the professional knowledge, skills, dispositions, and level of practice required for effective teaching in Aotearoa New Zealand that align with external professional standards.</td>
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<tr>
<td>LO4</td>
<td>Use digital technologies to foster and enhance collaboration.</td>
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</tbody>
</table>

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.

**Aims & Purposes**

This five-week block practicum is the second of two practica for EDPRAC 615. 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).
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. We encourage you to maintain connection with your AT throughout the semester between block practicums. 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 One, learning should occur through observations, interactions with children, and discussions with your 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 the 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 Co-ordinator, this includes if you have a concern. If you have any further questions or concerns with regard to your placement, your next point of contact is your Professional Supervisor and then Practicum Leader.

Over the course of Practicum Two, students will:

1. Plan, implement and evaluate written teaching plans for the 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 one Smyth critical reflection.
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 Associate Teacher and/or School Coordinator.
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 (2-3 times) to critically reflect on Wider Curriculum
Essential Learning Areas (ELA) via teaching plan/s you have designed and implemented. This may be connected to your Passion Project.

1. Build on your Associate Teacher’s planning (adding detail related to the bullets in number 2 below) and using IRIS, record 5-15 mins of yourself teaching the beginning of a lesson (or lessons) from the wider curriculum ELAs: 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 to annotate instances of practice related to:
   - How you introduce the topic/lesson
   - How you communicate the purpose of the lesson and the learning area of focus
   - How you introduce the LO/LI & SC
   - How you use teacher prompt questions to enhance ākonga understanding / engagement with the content
   - 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 bullets by the end of week three (your Professional Supervisor will let you know who you will be sharing with).

4. You will need to your annotated IRIS recording with your Professional Supervisor and identify 1-2 specific aspects of practice you desire feedback on.
SECTION TWO: 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 planning and assessment aspects of EDPROFST 609)
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 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.

Note: 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 Guide**

*Note: As an online student, we ask you to explore ways you can stay connected throughout the semester before the five weeks of block practicum (e.g. continue your two days in school until you begin the block practicum). The following is a guide to how you might organise your weeks.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Teacher (ST) Responsibilities</th>
<th>Associate Teacher (AT) Responsibilities</th>
<th>Professional Supervisor (PS) Responsibilities</th>
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</thead>
</table>
| **Prior to practicum** | Document and file the term overview planning of the class/syndicate (gather resources, draft up plans, check assessment data). Either connect online or in-person to engage with the following:  
- Revise folder from practicum one in preparation for practicum two and share with PS, AT and SC.  
- Draft Passion Inquiry Project plan and confirm with SC/AT.  
- Share and discuss with AT your ‘Key teaching Tasks a Reflection on Practice’ document.  
- Share curriculum and disposition draft goals with AT and PS and finalise. | Share syndicate planning with ST and advise where the ST could prepare (gather resources, draft up plans, check assessment data).  
- Share numeracy and literacy assessment and planning processes with ST  
- Check Digital Folder.  
- Give feedback on Passion Inquiry Project  
- Discuss ‘Key teaching Tasks a Reflection on Practice’ document with ST  
- Provide feedback on disposition and curriculum goals and associated action plans. | Check the digital folder is organised and provide feedback if required.  
- Provide feedback on disposition and curriculum goals and associated action plans. |
| **One**    | Investigate assessment and planning processes of AT for numeracy and literacy.  
Complete running records and/or something similar for one small group and analyse writing for one group. (see 625 course)  
Using assessment data, develop, implement and evaluate plans for one specific group in both literacy and numeracy for the week. | Share and discuss your planning that the ST may draw from.  
Read through ST planning and give feedback for implementation.  
Give written and verbal feedback on observed teaching paying particular attention to goals. | Arrange observation visit and professional conversations for weeks 4 or 5 with SC.  
Conduct initial group visit. |
|            | | | **School Co-Ordinator (SC) Responsibilities**  
Attend University/SC briefing and share information with ATs  
Schedule any ongoing meetings with ST  
Discuss practicum brief and assessment report with ST and ATs. |

**School Co-Ordinator (SC) Responsibilities**

Welcome/induct ST
| **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.** |
| **Take responsibility to organise and manage the whole class for a block of time. You can use your own planning and/or AT planning.** |
| **Start actioning the disposition and curriculum goals and evaluate regularly.** |
| **Discuss practicum brief and assessment report with ST and ATs.** |
| **Liaise with PS for observation visit** |
| **Schedule any ongoing meetings with ST** |
| **Engage with assessment data, develop, implement and evaluate plans for multiple groups/whole class in both numeracy and literacy.** |
| **Develop, implement and evaluate a series of lesson plans for at least one other curriculum area other than numeracy or literacy (this may be your passion project).** |
| **Take responsibility to organise and manage the whole class for a whole day using both own planning and AT planning.** |
| **Read through ST planning and give feedback for implementation.** |
| **Share and discuss plans that the ST will use during day of full responsibility.** |
| **Give written and verbal feedback on observed teaching paying particular attention to goals and 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** |
| **School Co-ordinator (SC) Responsibilities** |
| **Involve ST in school/syndicate PLD, and meetings as appropriate.** |
| **Check in weekly with ST; as a group, informally, &/or in skill building workshops.** |

**Two**

| **Planning and teaching in the Wider Curriculum – use IRIS** | **Two** | **School Co-ordinator (SC) Responsibilities** | **School Co-ordinator (SC) Responsibilities** |
| **Read through ST planning and give feedback for implementation.** | **Engage with assessment data, develop, implement and evaluate plans for multiple groups/whole class in both numeracy and literacy.** | **Involve ST in school/syndicate PLD, and meetings as appropriate.** | **Check in weekly with ST; as a group, informally, &/or in skill building workshops.** |
| **Three** | Begin to prepare provisional assessment report for professional conversation in either week 4 or 5.  
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.  
Evaluate your goals (ongoing).  
Complete and plan to share Passion Inquiry Project in week four or five.  
Plan with your AT and PS when you will begin your five days of sustained full responsibility (week four, five or six). | Begin to prepare provisional assessment report for professional conversation in either week 4 or 5.  
Read through ST planning and give feedback for implementation.  
Give written and verbal feedback on observed teaching paying particular attention to goals and KTT 10 - Actively manages the rest of the class while working with individuals/small groups to ensure that all ākonga are engaged purposefully in learning.  
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 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. | **Professional Supervisor (PS) Responsibilities**  
Check Week 2 Smyth reflection and give feedback. |
|---|---|---|---|
| **Four** | Prepare provisional assessment report for professional conversation in either week 4 or 5.  
Plan, implement and evaluate at least 5 days of full responsibility - week 4 or 5. Taking responsibility to | Prepare provisional assessment report for professional conversation in either week 4 or 5.  
Read through ST planning and give feedback for implementation. | **Professional Supervisor (PS) Responsibilities**  
Conduct observation visit and professional conversations for weeks 4 or 5. |
<table>
<thead>
<tr>
<th><strong>Five</strong></th>
<th><strong>Prepare provisional assessment report for professional conversation in either week 4 or 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluate goals. 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.</td>
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<tr>
<td></td>
<td>Observe AT or other teachers in school to seek solutions and refinements to own practice identified in evaluations and reflections. <strong>Complete Assessment report and share with AT</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Professional Supervisor (PS) Responsibilities</strong></td>
</tr>
<tr>
<td></td>
<td>Conduct observation visit and professional conversations for weeks 4 or 5.</td>
</tr>
<tr>
<td></td>
<td>Attend moderation meeting with other PSs. <strong>Complete assessment Report and send PDF to Prac. office and ST.</strong></td>
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<tr>
<td></td>
<td>Arrange practicum de-brief meeting with student teachers in the week post practicum.</td>
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<tr>
<td></td>
<td><strong>School Co-ordinator (SC) Responsibilities</strong></td>
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<tr>
<td></td>
<td>Sign off on assessment report and share with PS</td>
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SECTION THREE: 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. If there are significant areas of concern, discuss with School Coordinator, document early using the Issues of Concern form (see Practicum Handbook), discuss with the student and Professional Supervisor, make a plan, 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 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 reports. If an Issues of Concern form is activated, liaise with 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’s practicum folder and then converted to PDF for submission. All three parties involved in the practicum: Associate Teacher, Student Teacher 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 Teacher
Part 1
- Mark one of the boxes to self-assess each KTT. Review the Practicum Handbook (Appendix Six) for elaboration on what each level looks like.
- Use the comment box to add 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 ākonga.

Part 2
- Make notes on the feedback from your professional discussion with your Professional
Supervisor
● Synthesise your learning achievements
● Articulate what the next steps towards your development as a teacher will be
● Pass your report to your Associate Teacher for their evaluation.

Associate Teacher
Part 1
● Mark one of the boxes for each KTT. Review Practicum Handbook (Appendix Six) for elaboration on what each level looks like. Associate Teachers 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 student’s strengths and areas for improvement
● Sign and share with the school co-ordinator to sign also.

School Co-ordinator
Part 3
● Review the report, sign and date at the end of Part 3.

The Student Teacher advises their Profession Supervisor that the report is ready for part 4.

Professional Supervisor
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 student’s 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 Professional Supervisor evaluation decisions.
● Sign and convert to PDF for and send it to the student for uploading to Canvas.

The Student Teacher uploads the PDF copy to Canvas.