Bachelor of Education (Teaching) Primary  
EDPRAC 304 Part A: Practicum 3

| Student Teacher: |  |
| Associate Teacher: |  |
| Practicum School: |  |
| Year Level: |  |

<table>
<thead>
<tr>
<th>EDPRAC 304 PART A</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
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<td>TOD Attendance</td>
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<td>Note TOD date/s here:</td>
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<td>Week beginning 29 Jan</td>
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<td>Auckland Anniversary Day</td>
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<td>Week beginning 5 Feb</td>
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<td>Waitangi Day</td>
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<td>Week beginning 12 Feb</td>
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<td>Week beginning 19 Feb</td>
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<td>Week beginning 26 Feb</td>
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Use this calendar to...
- Note date/s for TOD.
- Shade the first 15 days of Term 1, 2024 at your school.

Teacher Only Day (TOD)
You must attend TOD unless advised not to by your school.

NB:
TOD does not count as one of your 15 days on practicum for Part A.
Auckland Anniversary Day and Waitangi Day do not count towards your 15 days on practicum for Part A.

Faculty of Education and Social Work Contacts

<table>
<thead>
<tr>
<th>City Campus/ Campus</th>
<th>Phone: (09) 373 7999</th>
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</tr>
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</table>
Information for associate teachers and student teachers:

- EDPRAC 304 Part A is a 15-day non-assessed school placement which will be followed by an eight-week assessed practicum, EDPRAC 304 Part B, comprising three weeks in the latter part of Term 2 (17 June - 5 July) and then a further five weeks at the end of Term 3 and beginning of Term 4 (23 September - 27 September and 14 October – 8 November). Student teachers will remain with the same class for both parts of this placement.
- While EDPRAC 304 Part A has no formal summative assessment, on-going, explicit, formative discussions with the associate teacher are essential to support the student teacher to review their own progress.
- During Part A, student teachers are expected to demonstrate responsibility for their own learning and support their associate teacher, understanding that the associate teacher’s first responsibility is to their class and school commitments.
- Student teachers should use all opportunities to interact with children and become fully involved in class and school programmes.
- They should be encouraged to observe carefully, and to think about and discuss what they have seen, heard, and experienced.

Practicum Themes:

Four themes have been identified as critical to student teacher development and feature during each of their practicum placements:

1. Forming professional relationships - including effective communication
2. Focusing on purposeful teaching and learning
3. Being a professional teacher in Aotearoa New Zealand
4. Understanding the complexity of the teacher’s role and the educational context

Purpose of EDPRAC 304 Part A:

- to explore the roles and responsibilities of a teacher within the class, syndicate/team, school and community
- to gain first-hand experience of what happens at the start of a school year
- to lay the foundation for the subsequent Part B (assessed) component of the practicum.

Documentation requirements for EDPRAC 304 Part A:

- Questions related to the themes and purpose are provided to direct student teachers’ observations, thinking and discussions in relation to the required tasks.
- Documented evidence of task completion is required.
- Digital practicum files should be organised, accessible and maintained outside of school hours.
- Files will be checked during student teachers’ on-campus day.

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.

Associate teachers – Please support your student teacher in identifying aspects of their practice to work on prior to and/or during their EDPRAC 304 Part B practicum. Near the conclusion of the 15-day placement, associate teachers and student teachers are asked to discuss and co-construct comments on the electronic ‘Completion Form’ which is submitted to the FOESW Practicum Office. A copy of the Completion Form is automatically emailed to both the associate teacher and student teacher.
<table>
<thead>
<tr>
<th>Theme 1: Forming professional relationships including effective communication</th>
<th>Suggestions re Associate Teacher actions</th>
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| **1a. Observe** the ways in which your associate teacher establishes and builds rapport and relationships with the learners both within and beyond the classroom.  
- What do you notice about the specific ways in which your associate approaches relationship building with learners at the start of the school year?  
- Discuss your documented notes with your associate. | Negotiate opportunities for your student teacher (ST) to meet the practicum requirements outlined in this booklet.  
- Discuss with your ST the strategies you use to establish professional relationships and why these are effective.  
- Support your ST to gain an understanding of how a teacher establishes the learning environment at the beginning of a year.  
- Model quality teaching and learning practice re effective interpersonal and communication skills.  
- Encourage your ST to reflect on and develop their collegial relationships.  
- Discuss with your ST the effectiveness of the strategies they use to establish professional relationships. |
| **1b. Interact** with the children in your class before school, during breaks and seek opportunities to engage with them in the classroom to support their learning.  
- Seek, record and action feedback from your associate about the effectiveness of your relationship building with learners.  
- How effective have your actions been in relation to relationship building with individual children?  
- What further actions will you take to strengthen your relationships?  
- Identify and note specific, measurable, achievable goals to enhance your relationships. |  |
| **1c. Identify** the actions you have taken to ensure that you are establishing professional relationships with your associate teacher, other teachers, parents/whanau and the wider community.  
- How effective have your actions been in relation to relationship building with each individual/group?  
- What further actions will you take to strengthen these relationships?  
- Identify and note specific, measurable, achievable goals to enhance these relationships. |  |

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<tr>
<th>Theme 2: Focusing on purposeful teaching and learning</th>
<th>Suggestions re Associate Teacher actions</th>
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| **2a. Actively seek** opportunities to gain an understanding of the children as learners – as you interact with them engage them in conversations about their learning.  
- **Identify, note down, and discuss** with your associate teacher the range of needs that must be considered when focusing on purposeful teaching and learning for the children in this class.  
- In consultation with your associate teacher, select **FOUR** children to observe closely.  
  **Observe, discuss and document:**  
  - Deliberate acts of teaching (DATS) used by your associate teacher when working with these children  
  - your own observation notes about each of the four children  
  - assessment data from your associate teacher and material that you have collected and/or analysed about each of the four children | Support your ST to notice and interpret student learning.  
- Provide opportunities and support for your ST to assess children’s learning.  
- Model quality teaching and learning practice:  
  - demonstrating knowledge of how children learn,  
  - gathering formative assessment information about students’ learning,  
  - utilising knowledge of learners/formative data to plan responsively.  
- Share your own Class Description with your ST once she/he has written and shared their version with you.  
- Discuss the information listed in the bullet points opposite with your ST and provide them with access to school processes and policies. |
| **2b. Write** a **CLASS DESCRIPTION.**  
The more you are able to consider individual children’s needs, the more useful and connected to purposeful teaching and learning this class description will be.  
- **To do this,** the following information may need to be viewed, discussed and recorded as appropriate:  
  - Previous school/class records  
  - How initial grouping of children occurs  
  - Ways each curriculum area is established at the beginning of the year, e.g. class/syndicate/school curriculum overviews, weekly timetabling, introduction of routines/expectations  
  - Approaches to planning in the school  
  - School policies/procedures |  |
| **2c. Discuss** with your associate teacher possible ways of maintaining professional contact with the class between Parts A and B.  
*This is not a requirement of practicum, however, some form of ongoing contact is encouraged.* |  |
### Theme 3: Being a professional teacher in Aotearoa New Zealand

#### 3a. In what ways are you demonstrating what it is to be a professional teacher in Aotearoa NZ?
- **Identify and evaluate** the actions you have taken in relation to:
  - the establishment of your own teacher persona in the class/school
  - the ways you have contributed to classroom and school life
  - your readiness for full-class responsibility

#### 3b. Identify areas of your teaching practice that you are particularly curious about or have a strong interest in improving. These areas of interest can be framed as “puzzles of practice”.
- Document at least two areas of your practice which you would like to develop further.

#### 3c. Consider and note three or four of your emerging beliefs about how learners learn best.
- **Be prepared to discuss teaching actions** you would need to take to support these beliefs during your on-campus day.

### Theme 4: Understanding the complexity of the teacher’s role and the educational context

#### 4a. What contextual factors do you need to consider and respond to in a school at the beginning of the year?
Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to understand:
- What is expected of a teacher at the beginning of a year?
- What do teachers do? How do they do it?
- Why do they do what they do?
- **Identify, discuss and document** your own notes in response to these questions to demonstrate your understanding of the complexity of the teacher’s role at the beginning of the year

#### 4b. What contextual factors do you need to consider and respond to in this classroom/school?
Student teachers are expected to work in collaboration with the associate teacher to utilise every possible opportunity to begin to understand the educational context for this class at this school.
- **Identify, discuss and document** your own notes in relation to:
  - the unique features and programmes operating within this school
  - social, cultural and political factors which impact on the teacher’s role as a professional in this school context

### Suggestions re Associate Teacher actions
- Ask your ST to share their ‘Reflective Summary’ from EDPRAC 204.
- Encourage and support your ST to engage in professional discussions about teaching practice and identify and enact ‘next steps’ in professional learning.
- Question your ST to assist them to clarify their emerging beliefs about learners/learning and to identify supporting actions.
- Provide feedback/feed-forward orally and in writing, where possible.

### Documentation Check:

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<tr>
<th>Theme 1: Professional relationships</th>
<th>1a</th>
<th>1b</th>
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<tbody>
<tr>
<td>Theme 2: Purposeful teaching &amp; learning</td>
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<tr>
<td>Theme 3: Being a professional teacher</td>
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<td>3b</td>
<td>3c</td>
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<tr>
<td>Theme 4: Understanding the complexity of the teacher’s role</td>
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