Bachelor of Education (Teaching)
Primary Specialisation

Practicum Handbook

EDPRAC 100
EDPRAC 204
EDPRAC 304

Updated July 2024
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## Learning Outcome 3

**Assessment Criteria**

1. Demonstrate an ability to engage in positive, respectful relationships and develop professional communication with ākonga and colleagues.
2. Utilise and reflect on pedagogical practices informed by theory, research and evidence to facilitate ākonga learning.
3. Discuss what it means to be an emerging teacher in Aotearoa New Zealand in alignment with professional expectations.
4. Identify and discuss ways significant aspects of the learning/teaching context impact on the teacher’s role.

### EDPRAC 100

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.1 appropriate communication with learners and colleagues is consistently demonstrated</td>
<td>1. Establish professional relationships and communicate effectively with ākonga and colleagues.</td>
</tr>
<tr>
<td>1.2 appropriate relationships with learners and colleagues are established and developed positively</td>
<td>1. Dispose of personal and professional requirements stipulated by the Teaching Council Fit to be a Teacher Criteria are demonstrated appropriately</td>
</tr>
<tr>
<td>2.0 different ways of teaching to suit children’s interests, abilities and learning requirements are identified and discussed</td>
<td>2. Demonstrate effective pedagogical practice that promotes ākonga learning and is informed by theory, research, curriculum and practice.</td>
</tr>
<tr>
<td>2.1 planning is informed by: - analysis of focussed observations and discussion about children’s learning, interests, and abilities - relevant curriculum documents, theory, research and Ministry of Education initiatives</td>
<td>2.1 planning is informed by discussion about and thoughtful analysis of focussed observations and assessment information in accordance with policy documents and initiatives</td>
</tr>
<tr>
<td>2.2 inclusive practices are identified when planning for learning</td>
<td>2.2 bicultural practices and diversity are considered when planning for learning</td>
</tr>
<tr>
<td>2.3 teaching/learning experiences that enhance children’s learning are carefully planned, implemented and evaluated</td>
<td>2.3 a variety of teaching/learning approaches to promote ākonga learning are selected in an informed manner when planning and enacted in an on-going manner</td>
</tr>
<tr>
<td>2.4 ākonga learning is monitored, analysed and evaluated using specified assessment procedures</td>
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</tr>
<tr>
<td>2.5 strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</td>
<td>2.5 sequential teaching/learning experiences are planned, implemented assessed and evaluated (across a range of curriculum areas) with multiple groups and the class</td>
</tr>
<tr>
<td>3. demonstrate and reflect on the responsibilities and dispositions expected of a professional teacher in Aotearoa New Zealand.</td>
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<tr>
<td>3.1 positive personal and professional requirements stipulated by the Teaching Council Fit to be a Teacher Criteria are demonstrated appropriately</td>
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<td>3.2 responsibilities to Māori ākonga are recognised and implications for teachers’ practice are identified and discussed</td>
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<td>3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned and evaluated with support</td>
<td>3.3 next steps’ for practicum-related professional learning are identified through own and others’ evidence and actioned to refine practice</td>
</tr>
<tr>
<td>3.4 opportunities for professional growth are recognised, actioned and critically reflected upon</td>
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<tr>
<td>3.5 digital tools are used as a means to collaborate with colleagues and peers to inform practice</td>
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</tr>
<tr>
<td>4. the complex roles that teachers carry out within the class and wider school environment are explored</td>
<td>4.1 the implications of the social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner</td>
</tr>
<tr>
<td>4.2 social, cultural and political factors that impact on the learning/teaching process in the practicum school context are identified and discussed thoughtfully</td>
<td>4.2 social, cultural and political factors that impact on teaching are discussed and reflected upon in an informed manner</td>
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### EDPRAC 204

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</thead>
<tbody>
<tr>
<td>1.1 effective communication with ākonga, colleagues, parents/whanau is practised consistently and reflected upon regularly</td>
<td>1. Establish professional relationships and communicate effectively with ākonga and colleagues.</td>
</tr>
<tr>
<td>1.2 effective professional relationships within the educational community of the school are practised consistently</td>
<td>1. Dispose of personal and professional requirements stipulated by the Teaching Council Fit to be a Teacher Criteria are demonstrated appropriately</td>
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<td>2.1 planning is informed by discussion about and thoughtful analysis of focussed observations and assessment information in accordance with policy documents and initiatives</td>
<td>2.2 bicultural practices and diversity are considered when planning for learning</td>
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<td>2.2 a variety of teaching/learning approaches to promote ākonga learning are selected in an informed manner when planning and enacted in an on-going manner</td>
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<td>2.4 ākonga learning is monitored, analysed and evaluated using specified assessment procedures</td>
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<td>2.5 sequential teaching/learning experiences are planned, implemented assessed and evaluated (across a range of curriculum areas) with multiple groups and the class</td>
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<td>2.6 a range of strategies for managing the learning environment are demonstrated positively, fairly and with increasing consistency</td>
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<td>3. demonstrate and reflect on the responsibilities and dispositions expected of a professional teacher in Aotearoa New Zealand.</td>
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<tr>
<td>1.1 effective communication within the educational community of the school is maintained consistently and critically reflected upon</td>
<td>1. Build and sustain positive respectful and ethical relationships and communicate professionally with ākonga, whanau and colleagues.</td>
</tr>
<tr>
<td>1.2 effective professional relationships within the educational community of the school are maintained consistently and critically reflected upon</td>
<td>1. Build and sustain positive respectful and ethical relationships and communicate professionally with ākonga, whanau and colleagues.</td>
</tr>
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<td>2.1 planning is informed by analysed assessment information, curriculum and content knowledge, research and policy documents and initiatives</td>
<td>2.1 planning is informed by analysed assessment information, curriculum and content knowledge, research and policy documents and initiatives</td>
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<tr>
<td>2.2 bicultural practices and diversity are evident when planning for learning and demonstrated in teaching practice</td>
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<td>2.3 teaching is characterised by inclusive practice using a variety of thoughtfully selected learning and teaching approaches which are evaluated in terms of their effectiveness in enabling learning</td>
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<td>2.4 ākonga learning is consistently monitored, analysed and evaluated through a range of assessment procedures</td>
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<td>2.5 extended teaching/learning experiences are effectively planned, implemented and evaluated (across a range of curriculum areas) with multiple groups and whole class</td>
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<td>2.6 digital tools and resources are purposefully utilised to enhance the effectiveness of interventions in the learning/teaching process</td>
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<tr>
<td>2.7 strategies for managing the learning environment are ethically selected, effectively implemented and critically evaluated</td>
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<td>2.8 pedagogical practice is critically reflected upon and refined in relation to an emerging personal, professional philosophy</td>
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<td>3.1 professionalism and professional agency are appropriately exercised and critically reflected upon</td>
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<td>3.2 responsibilities to Māori learners are recognised and implications for own practice are actioned and critically reflected</td>
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Within the Bachelor of Education (Teaching) Primary qualification, there are three EDPRAC (practicum) courses, each of which is preceded by an EDPROFST Inquiry into Practice course which prepares student teachers for the practicum.

Practicum placements
There are four practicum placements - two in the first year (a two-week orientation in the first semester, followed by a five-week EDPRAC 100 placement in the second semester - commonly in the same school); a six-week placement in the second year for EDPRAC 204; and a ten-week placement in the third year for EDPRAC 304 (comprising three weeks at the beginning of the school year followed by a total of eight weeks later in the year at the same school).

Practicum learning outcomes are based upon four recurring themes:
• forming professional relationships - including effective communication
• focusing on purposeful teaching and learning
• being a professional teacher in Aotearoa/New Zealand
• understanding the complexity of the teacher’s role and the educational context
• using digital technologies to support learning and enhance collaborative practice

Each EDPRAC course has a specific purpose:
EDPRAC 100 – Practicum 1 provides opportunity for student teachers to consider the teacher’s professional role when providing learning within a school environment.

EDPRAC 204 – Practicum 2 provides opportunity for student teachers to focus on effective pedagogical practice that promotes children’s learning.

EDPRAC 304 - Practicum 3 provides opportunity for student teachers to create and sustain purposeful learning that enables achievement for all learners. During this practicum, student teachers synthesise their learning from the Bachelor of Education (Teaching) as they prepare for their beginning years as a provisionally registered teacher.

English Language Skills Assessment: DELNA Requirements
Students who have not met this language requirement will not be able to go out on the final practicum. Further information please refer to the programme handbook –

PROFESSIONAL EXPECTATIONS

Student Teachers’ Professional Conduct and Expectations during Practicum

Student teachers must demonstrate professional behaviour and responsible practice through all of their 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. They should preserve confidentiality at all times. Reference should be made to the Bachelor of Education (Teaching) Handbook, particularly the sections entitled ‘Practicum Placements’ and ‘Confidentiality on Practicum’. Student teachers should also refer to the Education Council’s Graduating Teacher Standards and Code of Professional Responsibility and Standards for the Teaching Profession.

Professional Responsibilities

- being fully conversant with the particular practicum course brief, expectations and requirements
- being fully prepared for the practicum placement in terms of class attendance, pre-practicum tasks, contact with the school and professional supervisor
- complying with school policies, procedures and the school’s professional expectations of staff
- presenting an ethical, responsible and professional attitude in all contact with school staff, students, parents and whānau
- respecting the personal effort and constructive professional advice provided by the school, associate teacher and professional supervisor
- communicating in a professional and timely manner when there is a concern to be discussed

Student teachers are therefore expected to:

- contact the associate teacher/school before practicum commences to confirm placement requirements e.g. reporting on first day, parking, dress code
- attend school for approximately eight hours each day as appropriate to meet the expectations of the practicum. The starting and finishing times are to be negotiated with the associate teacher (usually between 8.00am - 4.00pm), although commitment to fulfil the full-class-responsibility component of the practicum, staff and team meetings may extend this
- ensure their own availability for time to seek guidance and discuss their learning and development
- give the associate teacher positive support at all times
- avoid extremes of fashion and be conservative in appearance when they first arrive at school. Student teachers should seek information about school expectations for professional dress and practices
- avoid situations where they may be left alone with a child
- avoid any situation where they would be in bodily contact with a child
- refrain from borrowing or taking teachers’ property or school records from the school without permission
- contribute to tea money and related expenses as required (e.g. photocopying)
- demonstrate awareness of professional and ethical boundaries

Maintaining Documentation (refer individual practicum briefs for requirements)

Student teachers are expected to maintain a high standard of documentation as would be expected of a professional beginning teacher in the school. Quality, rather than quantity, should be a key feature of all documentation. While notes may be taken during classroom hours, the final documentation should be completed outside this time.
**School Policies**

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

- being alone with pupils
- sexual harassment
- physical contact with pupils
- giving comfort and first aid to pupils
- school discipline
- children’s safety
- publication of children’s images and work
- use of ICT – student teacher and children

**Vulnerable Children Act 2014**

Every student applying for admission or admitted to an Initial Teacher Education programme will be subject to safety checks under the Vulnerable Children Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children’s worker.

You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children’s workers under the Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.

If a student enrolled in an Initial Teacher Education programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so would be unable to complete the programme. Please refer to the legislation for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz.

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**Student teachers are required to carry their student (photo) ID as proof of identity when entering their practicum school.**
The Associate Teacher's role during Practicum

The monitoring, guidance, and assessment of student teachers' professional growth is a collaborative process. While the professional supervisor has overall responsibility for the assessment of the specific learning outcomes (Education Council, 2010), the Faculty of Education and Social Work recognises that the associate teacher undertakes the day to day mentoring of the student teacher. Communication and liaison between the student teacher, associate teacher and professional supervisor are therefore critical.

The associate teacher extends to the student teacher the courtesies expected for adult learners and junior professional colleagues. This includes:

- providing an introduction to the class and a space in the room that communicates their professional status
- creating opportunities for the student teacher to meet the specific requirements of the practicum period while taking into account the class programme and the student teacher's stage of development
- modelling quality teaching and learning practice and demonstrating knowledge of: how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- gaining understanding of the specific practicum requirements
- providing a plan for the student teacher to observe, teach, and discuss the classroom programme; including short and long term planning, preparation, marking, administration, and assessment and evaluation
- liaising with the professional supervisor
- providing opportunities for the student teacher to try out new ideas, reflect upon their practice, and to be actively involved in their own learning
- providing regular oral and weekly written feedback on the student teacher's teaching throughout the practicum in order to guide the student teacher's ongoing professional learning
- providing samples of planning appropriate to the specific practicum requirements and aligned with classroom/school expectations
- negotiating assigned times outside class hours for regular discussions relating to the practicum.
- helping the student teacher to interpret what they see and what they do
- checking the student teacher’s planning file and ensuring that ownership of planning work is clearly identified
- discussing and documenting areas requiring attention
- contacting the professional supervisor and/or the EDPRAC Course Co-ordinator if the student teacher is experiencing difficulties or is in need of additional support
- participating in the summative assessment process
- making recommendation to the professional supervisor regarding a pass/fail for the practicum
- completing the associate teacher section of the assessment report and discussing this with the student teacher and professional supervisor at the end of the practicum

Important note:

Student teachers should not be put in a vulnerable situation by being asked to relief-teach a class. Such requests are not appropriate and can impact on student teacher confidence. It is important that student teachers are provided with opportunities to observe and to be observed, and to receive feedback about their professional growth.

It is a Ministry of Education requirement that a class remains under the supervision of an employed teacher at all times when a student teacher is placed in the school. This means that the associate teacher/or delegated alternate maintains the in loco parentis role and carries the responsibility for what occurs in that room.
The Professional Supervisor’s Role

The professional supervisor has overall responsibility for the assessment of the specific learning outcomes during the practicum (Education Council, 2010).

The professional supervisor is the Faculty of Education and Social Work’s representative for liaison with principals, practicum coordinators, associate teachers and student teachers prior to, during and after the practicum placement. This includes:

- **being** an advocate for quality teaching practice that is based on current theory and research
- **contributing** to student’s professional learning during the practicum placement by modelling quality teaching and learning practice including a knowledge of: how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- **collaborating** with associate teacher(s) and other school-based staff to ensure effective and coordinated support, guidance and developmental opportunities are provided to students
- **maintaining** contact with, and undertaking a number of visits to, the student depending on the structure of the particular practicum. These contacts may include:
  - liaison which generally involves speaking to the student teacher(s) and associate teacher(s) about expectations and progress but usually not observing in the classroom; and/or
  - a mentoring session which aims to more fully facilitate the learning of the student teacher(s) during the practicum and this may involve an observation of teaching and completion of an observation report; and/or
  - facilitation of peer learning; which aims to encourage students to support each other’s development as research-informed inquiry-based practitioners.
  
  *Note: When more than one student teacher is in a school the professional supervisor may at times work with the student teachers as a group to facilitate peer learning.*

The professional supervisor extends to the student teacher the courtesies expected for adult learners and junior professional colleagues. This includes:

- **ensuring** that email contact is established and maintained with the student teacher (the student teacher should initiate this)
- **encouraging** the student teacher to try out new ideas, reflect upon their practice, and to be actively involved in their own learning
- **enhancing** the student teacher’s professional learning through informal discussion and written feedback following classroom observations (in person and/or via email/phone) and evidence-based focused written feedback following classroom observation(s), as required for the specific practicum (refer PS notes)
- **confirming with the associate teacher** that the student teacher’s planning files meet school expectations aligned with faculty requirements (as outlined in the specific practicum brief)
- **checking the student’s reflections and observation documents** meet the specific practicum requirements
- **providing feedback** on the student’s early reflection and observation work during the practicum. Refer concerns related to the student’s reflection and observation work to the EDPRAC Course Co-ordinator.
- **discussing and documenting** areas requiring attention
- **facilitating** the summative assessment process
- ensuring that the student collects evidence and can articulate a justification for their inclusion of that evidence in their professional portfolio.
• ensuring that all sections of the assessment report are completed and discussed with the student teacher at the end of the practicum
• liaising with the EDPRAC Course Co-ordinator when there are concerns regarding the student’s progress during the practicum

For all assessed practica, the professional supervisor should make contact during the first week to arrange an initial visit. At the time of the initial visit, arrangements should be made for observation visit/s and the final professional conversation (see pages 17-18). Where contact has not been made, student teachers should email or phone their professional supervisor.

Important note: Throughout the practicum, the professional supervisor should be the first point of contact for all professional matters.

Professional supervisors must carry some form of photo ID (for example, driver license) as proof of identity when entering the practicum school.
REQUIREMENTS, EXPECTATIONS AND PROCEDURES

**Attendance**

Pre-practicum on-campus classes in both EDPROFST and EDPRAC courses are structured to prepare student teachers for their practicum experience in schools. These classes are an important and integral part of preparing student teachers for practicum and their future in the teaching profession. In our experience, student teachers who miss on-campus sessions are often inadequately prepared for their practicum. **We reserve the right not to allow student teachers a place in practicum where we determine that they are not sufficiently prepared.** This could result in the student teacher receiving a ‘Fail’ grade in a practicum course in which they are enrolled. Should exceptional circumstances arise regarding attendance, student teachers need to communicate with their practicum course lecturer as soon as possible.

**Attendance during Practicum**

Once practicum dates are confirmed an agreement exists between the student, the faculty and the school in which the student is placed. Full attendance is expected during practicum. Non-attendance will put a student’s ability to meet learning outcomes at risk.

Prior to commencement of the practicum, it is the student’s responsibility to ensure that they:

- acquaint themselves with the practicum dates for the proposed enrolment (e.g., via programme announcements on BEd Canvas site, Annual Schedule/Shape of the Year, and dates published in EDPROFST and EDPRAC Canvas course sites)
- have no conflicting commitments during the confirmed practicum dates
- have no conflicting course enrolments during the confirmed practicum dates
- have the required pre-requisites for practicum before enrolling in the practicum course
- complete the Practicum Placement Request form
- contact the EDPRAC Course Co-ordinator and Practicum Placement Co-ordinator immediately in the event of any unforeseen changes in their circumstances which may impact their ability to undertake the practicum placement during the dates confirmed. (Note, the EDPRAC Course Co-ordinator may request that the student completes a Request for Leave during Practicum form as part of the document in this event.

When a student requests a change to their confirmed practicum placement dates, the practicum is placed on hold so that the agreement between the student, the faculty and the school can be reviewed by all parties. Changes to a confirmed practicum placement are sometimes possible. However, students must be aware that changes to the original placement agreement may result in the student’s placement being rescinded. Each situation is different and it is important that the student works with the EDPRAC Course-Co-ordinator to find the most appropriate course of action. At times, unforeseen changes in a student’s circumstances may mean that the most appropriate course of action is for the student to undertake a practicum placement at another time.

**Requests for Leave during Practicum**

At times, students require leave during practicum. In all cases the EDPRAC Course Co-ordinator has oversight over leave that is approved. Applications for leave are made on the Request for Leave during Practicum form available at this link.
Anticipated leave (e.g., 1-day examination leave, specialist appointment):

- the Request for Leave during Practicum form is submitted to the EDPRAC Course Co-ordinator immediately the event is known
- submission of an application for anticipated leave does not infer that the leave will be approved
- the student’s responsibility to the agreement between the student, the faculty and the school (refer, Attendance during Practicum, Prior to commencement of the practicum) will be reviewed
- the impact on the student’s opportunity for success must be deemed by the EDPRAC Course Co-ordinator to be minimal
- there must be no alternative course of action available for the student

Unanticipated leave (e.g., sick leave, tangihanga/bereavement leave). Students:

- are expected to manage unanticipated absences in the same way that they would once they are employed as a teacher
- must use a professional and reliable method of communication to notify their associate teacher and professional supervisor as soon as possible and before 8am on the day of the absence
- the Request for Leave during Practicum form is submitting to the EDPRAC Course Co-ordinator as soon as possible

It is vital that all absences are adequately and professionally explained. Documentation is required to support applications for leave (e.g., medical certificate, bereavement notice, dated travel arrangements). A medical certificate is required for absences of more than 3 days. All documentation is sent to the EDPRAC Course Co-ordinator. Students should discuss all absences during practicum with their school colleagues as a matter of professionalism and courtesy. However, leave is approved by the EDPRAC Course Co-ordinator.

Part-day absences are sometimes arranged through the school in the case of an immediate need (e.g., sickness, family emergency). Should the need for further leave be necessary the student must contact their professional supervisor to keep them informed and discuss next steps.

Important note (refer Bachelor of Education (Teaching) Handbook): It is the University of Auckland’s responsibility to confirm that graduates meet ‘satisfactory teacher’ criteria for registration and provisional certification by the Teaching Council of Aotearoa New Zealand. The university must have confidence that graduates are reliable (e.g., can “take on responsibilities with due regard for time and place”) and professional (e.g., is unlikely to be “absent from duty without valid excuse”).

Confidentiality during Practicum

Student teachers should preserve confidence at all times (refer to Bachelor of Education (Teaching) Handbook).

PLEASE NOTE:

- Permission must be obtained to collect all records, including photographs and videos.
- The school, associate teacher, and children must not be identifiable on any records retained.
- The Teaching Council’s Code and Standards apply to teachers at all times, including when using social media

Student teachers’ comments about, photographs/video of, or materials relating to: learners; parents/guardians and family/whānau; schools and their staff members; and faculty/professional supervisor/s in ALL MEDIA must comply with The Teaching Council’s Code of Professional Responsibility and Standards for the Teaching Profession.
Concerns during Practicum

If a situation of concern arises within the school you, the student teacher, must remain at the school until the situation has been dealt with. Students should not leave the school without confirmation (from the EDPRAC Course Co-ordinator or Professional Supervisor or Principal) that this is the appropriate course of action. Leaving the school without confirmation under any circumstances may amount to voluntarily terminating the practicum and may result in a failure for the course.

As a student teacher, you are placed in the school on the basis of an invitation from the school for you to be there. If, for any reason, the school wishes to rescind your invitation and to terminate your placement, this may also be grounds for a failure in the EDPRAC course.

When the student teacher has a concern regarding their associate teacher

1.i The student teacher expresses concern to the associate teacher. Resolution may be achieved by professional discussion.
1.ii If the concern is unresolved, the student teacher seeks advice and guidance from a school senior leader and/or the professional supervisor who will mediate, facilitating discussion between the student teacher and associate teacher. Ideally, a way forward will be found.
1.iii If the concern remains unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
1.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the student teacher

2.i The associate teacher expresses concern to the student teacher. Resolution may be achieved through professional discussion.
2.ii If the concern is unresolved, the associate teacher seeks help from a school senior leader and/or the professional supervisor who will mediate, facilitating discussion between the associate teacher and student teacher. Ideally, a way forward will be found.
2.iii If the concern remains unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution and to discuss recommendations. A senior leader from the school may also be consulted.
2.iv Relocation is only considered as a last resort or when initiated by the school as being in the best interests of the children.

When the associate teacher has a concern regarding the professional supervisor

3.i The associate teacher expresses concern to the professional supervisor. Resolution may be achieved through professional discussion.
3.ii If the concern is unresolved, the associate teacher will contact the EDPRAC Course Co-ordinator for help facilitating a resolution between the associate teacher and the professional supervisor. A senior leader from the
When the professional supervisor has a concern regarding the associate teacher

4.i The professional supervisor expresses concern to the associate teacher. Resolution may be achieved through professional discussion.

4.ii If the concern is unresolved, the professional supervisor will contact the EDPRAC Course Co-ordinator for help facilitating a resolution between the professional supervisor and the associate teacher. The associate teacher may wish to seek support from a senior leader at the school.

When the student teacher has a concern regarding the professional supervisor

5.i The student teacher expresses concern to the professional supervisor. Resolution may be achieved by professional discussion.

5.ii If the concern is unresolved, the student teacher may address concerns to the EDPRAC Course Co-ordinator who will help facilitate a resolution.

School Procedures for Resolving Concerns during Practicum

At times an associate teacher will find that despite regular constructive feedback, both oral and written, a student teacher in their class does not utilise advice given and progress in teaching is not evident. At other times a student may fail to understand the role of the teacher and their behaviour does not meet professional expectations. This might be difficult to articulate in written feedback but this should not impede notification of any concern. Concerns need to be articulated early on in practicum (within the first two weeks) and the school co-ordinator needs to be informed.

Transparency is important. The student needs to be informed clearly of any concerns held and the processes that will be undertaken to address this. This will provide the student with an opportunity to evaluate their practice and consider how to work towards success. It is the responsibility of the Professional Supervisor to assist the Associate Teacher with the process of informing students of concerns and assisting with the formulation and documentation of action plans.

The following steps are guidelines that an associate teacher should use when a student does not make the progress expected.

Step 1: Identifying a concern

The Associate Teacher needs to identify the area(s) of concern. This can be in any area: relating to children, disposition, planning, managing children, communication, meeting school requirements. It also includes “niggles” that are difficult to articulate early on in the practicum. Concerns should be linked to Practicum Learning Outcomes and/or the TCANZ Code of Professional Responsibility and/or Standards of Teaching.

Step 2: Articulating concern(s) to the student and other school professionals

Inform the Student Teacher that there are concerns about their progress and that steps need to be taken to address this. Also inform the School Co-ordinator of the concerns. During discussion with the student, formulate an agreed plan of action on the Issues of Concern Form that the student can use to guide their progress in the area identified. The student and Associate Teacher both need to sign this form.
Step 3: Liaising with the Professional Supervisor
Contact the Professional Supervisor and explain concerns. Forward a copy of the plan to be implemented. The Professional Supervisor will organise a visit to the school to hold a three-way discussion with the student and Associate Teacher. During this discussion the action plans to support the student to develop competency in the area designated needs to be confirmed or revised. The student needs to be informed of which learning outcomes linked to the area of concern need to be achieved, and by when, in order to pass the practicum.

Observation of the student teacher
The Professional Supervisor will observe the student in the classroom. This should be done on the day of the discussion visit or as close as possible to that time. The observation will be documented and copies given to both student and Associate Teacher.

Step 4: Documenting Student Progress
The Associate Teacher needs to give regular oral and written feedback to the student. If progress is not made a second observation visit needs to be organised with the Professional Supervisor. Other senior staff (e.g., the School Co-ordinator) in the school may also wish to make an observation and give feedback and feed forward to the student.

Step 5: Professional Conversation
This assessment process will consider all the learning outcomes for the practicum as well as focus on the progress made with areas identified in Steps 2 and 3. At any stage before or after the professional conversation the Professional Supervisor will be available to support an Associate Teacher with any of the documentation processes required regarding the area of concern. This applies particularly to linking evidence to the learning outcomes and criteria, standards, code and key teaching tasks.
Guidelines

Guidelines for Focused Observations

The purpose of observation is to develop awareness of the teacher’s role in the teaching process and to develop insight into the impact of the teacher’s actions on children’s learning. Observations are not intended to initiate a process of imitation. Rather, they are an opportunity for student teachers’ professional learning. Carefully planned observations should provide opportunities for discussion, analysis, and reflection to support student teachers’ developing practice (Cameron, Baker, & Lovett, 2006). Final documentation should occur outside school hours.

Process for student teachers’ focused observations

In order to maximise student teacher opportunities for professional learning, it is expected that student teacher observation will be ongoing throughout the practicum. In consultation with the associate teacher, further observations will often be incorporated as part of ‘next steps’.

• **Before** a planned observation, the student teacher and associate teacher identify and discuss the specific focus;
• **During** observation, the student teacher focuses on and records information relevant to the specific focus in an appropriate format;
• **After** observation, the student teacher discusses information collected with the associate teacher and raises questions to help clarify their understanding. Key points from the discussion are recorded, and ‘next steps’ identified.

Purpose of post-observation analysis

To develop the student teacher’s understanding of the significance of evidence-based teaching.

Cumulatively, post-observation analyses will contribute to the student teacher’s ability to answer the following questions…

- What does effective teaching look like?
- Is learning occurring? What evidence is there?
- What are the implications for my practice?
- What are my ‘next steps’?

Associate teacher observation of student teacher

Ongoing associate teacher observation of student teachers throughout the practicum will also support student teacher opportunities for professional learning. Associate teacher verbal and written feedback to students provides opportunities to identify appropriate ‘next steps’, thus guiding student teachers in refining and developing particular aspects of their practice.
Guidelines for Assessing, Planning, Implementing and Evaluating Learning and Teaching

Assessment for learning should be part of effective planning for teaching and learning. A teacher’s planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work (Assessment Reform Group, 2002). Evaluation utilises assessment data by requiring teachers to decide whether or not students have learned what was intended, to what extent this has occurred, and the impact of the teacher’s actions on children’s learning. These judgements should inform ongoing planning for teaching and learning (Hill, 2016).

When planning, consideration should be given to establishing a purposeful learning environment and ensuring safe practices. Student teachers must use an appropriate planning format that clearly shows the learning sought (learning intentions), preparation/organisation, lesson sequence/s incorporating teacher questions to promote learning, assessment strategies, and evaluations of the learning and the teaching. Learning intentions should show links to The New Zealand Curriculum (Ministry of Education, 2007), assessment information, and the planned learning experiences. Success criteria could be identified to assist with the monitoring/assessment process.

Opportunities for teaching should be negotiated with the associate teacher, e.g. as part of ‘next steps’. It may be preferable for student teachers to initially experience success and develop confidence with groups of children and single class lessons, leading to management of the whole class in a range of curriculum areas for specified time periods (refer specific EDPRAC Course briefs).

During practicum, student teachers are encouraged to use digital technologies purposefully and as appropriate to enhance their own practice, their collaboration with colleagues and children’s learning. They should seek opportunities to increase their knowledge and use of digital technologies, and their awareness of the different ways digital technologies are incorporated into teaching and learning in the classroom, and within the school/community.
Teaching as Inquiry and Reflective Practice

“Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students” (Ministry of Education, 2007, p.35).

Inquiring into the impact of one’s own actions with the goal of improving one’s own professional practice involves reflective practice.

People generally reflect on their experiences instinctively. Being a reflective practitioner involves constantly thinking about and analysing teaching and learning and viewing “reflection as a means of enhancing personal strengths and possibilities” (Korthagen & Vasalos, 2009, p.13). It can include:

- reading relevant literature to help highlight important gaps in professional knowledge
- talking with expert teachers and so comparing different sorts of evidence of practice
- individual, private framing and reframing of episodes of teaching
- viewing experiences through others’ observations (Harrison, 2004).

In order to maximise student teacher opportunities for professional learning, it is expected that student teachers will reflect throughout the practicum. This, together with specific feedback/feedforward related to the student teacher’s practice from their associate teacher, will promote the identification of authentic ‘next steps’ in their development of effective pedagogy.

Through regular discussion and examination of the student teacher’s practice, associate teachers support the process of reflection. It is also helpful when associate teachers articulate their beliefs about teaching and learning and the reasons for the decisions they make, particularly during post-observation analysis with student teachers.

There are a number of different models that can be used for reflecting on practice. Student teachers are required to reflect regularly on their own teaching, learning, and interactions.

Professional Reflection Framework

During the Bachelor of Education (Teaching) Primary practicum courses student teachers will be guided to use the following framework. This framework acknowledges and synthesises the work of key literature in this field (Brookfield, 1995; Korthagen & Vasalos, 2009; Peters, 1991; Smyth, 1989). Student teachers use this framework during all practica to support their developing skill in reflective practice; following the model carefully and with professional supervisor guidance during EDPRA 10 through to deeper, critically reflective independent work during EDPRA 304 (refer individual course content).

- **DESCRIBE** – What happened? What did I do?  
  - succinctly describe what occurred
- **CONSIDER PERSPECTIVES** – Why did I act/respond in this way? How did this make me feel? How were others affected?  
  - carefully consider your own and others’ perspectives
- **UNDERSTAND** – What do I now understand about myself as a teacher? What has informed my understanding?  
  - make links to literature, theory, and discussions with your associate teacher and other colleagues
- **ACT** – What actions could I have taken? Why? What action/s will I take in future?  
  - consider different possible actions, then briefly outline your selected action plan
Assessment of Student Teachers’ Learning

Hagger and McIntyre (2006) state “...that priority in initial professional teacher education should be given to three tasks relating to the classroom teaching expertise of beginning teachers:

- development of an initial level of teaching competence sufficient to make them satisfactory classroom teachers;
- development of their capacity for continuing development through their own personal professional learning;
- development of their capacity for critical engagement with suggested innovations in classroom practice” (p.37).

These aspects of student teachers’ learning are assessed both formatively and summatively for all EDPRAC courses, except the two-week Introduction to Practicum and EDPRAC 304 Part A (formative assessment only). The learning outcomes for each practicum, linked to associated TCANZ standards, are outlined in each of the course briefs. Associate teacher contribution to evidence-based assessment in relation to course learning outcomes and TCANZ standards is integral to the overall assessment of student teachers in the practicum.

Formative assessment

In the practicum context, formative assessment (assessment for learning) involves seeking and interpreting evidence for use by student teachers and their associate teachers to decide where the student teachers are in their learning, where they need to go, and how best to get there (Assessment Reform Group, 2002). This process guides decisions about a student teacher’s ‘next steps’ and provides feedback so that student teachers can improve their practice.

Regular written and verbal feedback:
- is vital for student teachers’ learning and professional growth;
- assists student teachers to provide evidence that the learning outcomes have been met.

Discussion of learning and progress:
- will enable student teachers to identify and plan implementation of ‘next steps’;
- encourages student teachers to self-evaluate and reflect upon their learning and teaching.

Questions to guide discussion might include:

- What did you hope to achieve?
- What was the basis for your decisions?
- What would you do differently next time?
- How will you do this?
- What do you anticipate?
- What are the challenges that arise for you out of this?
- How will/did your decisions influence... (e.g. children's learning; what occurred)?
- What have you learnt about yourself/about the children as a result?
- What do your practices say about your assumptions, values and beliefs about teaching?
- Where did these practices come from?
- Whose interests do they seem to serve?
- What might constrain your views of what is possible?
- How will this information inform your future planning for this group of children?
Summative assessment - the Professional Conversation

It is a Teaching Council requirement that the practicum has specific learning outcomes that are supervised and assessed by the Professional Supervisor, recognising the advice and feedback provided by the associate teacher. Summative assessment of the student teacher's learning in the practicum will be based upon professional judgement in relation to their achievement of the learning outcomes and assessment criteria for each course.

To gain a pass for the course, student teachers must achieve all of the learning outcomes. Towards the end of the practicum, student teacher performance is jointly reviewed by the associate teacher, the student teacher, and the professional supervisor. While the final assessment is made by the professional supervisor (and subsequently authorised by the course co-ordinator/director), the contribution of all parties to this summative assessment meeting is particularly important. A three-way, evidence-informed, summative assessment meeting (Professional Conversation) is an effective forum for this purpose.

Prior to the Professional Conversation, the student teacher is required to complete a pre-assessment of their performance, as demonstrated at that time, using the assessment reports provided. At the summative assessment meeting, the associate teacher, student teacher, and professional supervisor will each contribute evidence of their informed professional judgement of the student teacher's work in relation to the learning outcomes, as demonstrated through the assessment criteria.

For each of the practica the Professional Conversation is facilitated by the professional supervisor. Student teachers will be expected to take a role in leading aspect/s of the Professional Conversation, referencing evidence from their practicum documentation.

For EDPRAC 304, the student teacher will take greater responsibility for leading the Professional Conversation, providing evidence from their practicum documentation of having met all learning outcomes of the practicum.

Required Assessment evidence includes...

<table>
<thead>
<tr>
<th>From the student teacher</th>
<th>Documentation of observations, assessment, planning, teaching evaluations and reflections; records of self-determined professional activity; self-assessment report</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the associate teacher</td>
<td>Documentation of regular written and verbal feedback/forward</td>
</tr>
<tr>
<td>From the professional supervisor</td>
<td>Documentation collected from the observation/s and the student's file</td>
</tr>
</tbody>
</table>

For EDPRAC 100 and 204: Where it is not possible for all parties to attend the Professional Conversation, an alternative arrangement may be negotiated, or the following procedures implemented:

- The student teacher completes their pre-assessment prior to the professional supervisor’s visit
- The professional supervisor and associate teacher discuss performance demonstrated by the student teacher, as indicated in notes/observations made by the professional supervisor
- The professional supervisor and student teacher discuss performance demonstrated, referring to the student teacher pre-assessment, and professional supervisor notes/observations
**Following the Professional Conversation:**
The professional supervisor records the provisional assessment as discussed and evidence of the student teacher’s performance is collated, with appropriate comments discussed and recorded for each section of the report. When necessary, further visits may be made, additional evidence required, and/or ongoing contact maintained. Associate teachers should continue to record comments to the report until the end of the practicum and discuss these with the student teacher. The professional supervisor then ensures that the final practicum placement assessment is confirmed and all sections of the report are completed.

For all EDPRAC courses the ultimate responsibility for a student teacher’s assessment rests with the Faculty of Education and Social Work. Final assessments are moderated/confirmed by the practicum coordinator and course director prior to release of course grades at the end of the semester.

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**Assessing Student Teacher Preparedness to Enter the Profession**

The aim of the Bachelor of Education (Teaching) Primary degree is to prepare student teachers for entry into the teaching profession. Student teachers’ preparedness to enter the profession is assessed against the Faculty of Education and Social Work’s Teacher Education Graduate Outcomes (expressed through individual course learning outcomes), in tandem with the Teaching Council’s Code and Standards.

The Code and Standards are a requirement of the Teaching Council who act on behalf of the profession to ensure that beginning teachers have the knowledge, skills, and dispositions required to be effective teachers. All of the aspects of the standards have been cross-referenced against the courses that student teachers will complete for their degree. Passes in all courses in the degree ensure that these standards will have been met by the end of the programme.
References


Reminders

Reminders for associate teachers (please also refer, Frequently Asked Questions for Associate Teachers at: [http://www.practicum-hub.auckland.ac.nz/](http://www.practicum-hub.auckland.ac.nz/))

Associate teacher actions that will support student teachers achieve the learning outcomes of the practicum:

- ensure student teacher awareness of school policies and their responsibilities
- become familiar with the learning outcomes, assessment criteria and essential requirements of the practicum
- discuss practicum requirements and key questions with student teacher during week one
- schedule regular opportunities to discuss and monitor learning outcomes with student teacher
- check and discuss student teacher’s documentation/file regularly
- make associate teacher planning/assessment records available for discussion
- plan for/discuss student teacher observations of teaching and learning as per requirements
- identify with student teacher ‘next steps’ in their professional learning (ongoing), and support implementation of these, together with regular student teacher reflection
- provide regular written and verbal feedback on student teacher’s teaching and learning
- prepare to contribute evidence to the provisional assessment professional conversation prior to the lecturer observation/ summative assessment visit
- discuss provisional assessment and confirm final comments with student teacher and professional supervisor at end of practicum

Reminders for student teachers (please also refer, individual practicum briefs and course information)

To assist successful achievement of the learning outcomes, student teachers will need to:

- refer to learning outcomes, assessment criteria and key questions regularly
- be familiar with all requirements in the Practicum Handbook and EDPRAC Course brief
- engage in professional dialogue and negotiation with the associate teacher
- complete all specific requirements of the EDPRAC Course
- use all opportunities to extend personal professional growth
- ensure preparation is effectively carried out
- present planning to the associate teacher in advance of teaching
- reflect on own learning and teaching regularly
- identify and action ‘next steps’ in collaboration with associate teacher
- maintain a professional file that documents teaching and learning
- email any reflections/tasks as required
- complete the self-assessment report and final reflection in time for the summative assessment meeting
- be professional at all times; demonstrating ethical behaviour, initiative and active involvement

Reminders for Professional Supervisors (please refer individual practicum briefs)

The professional supervisor will arrange an initial visit to:

- clarify requirements with both associate teacher and student teacher
- check that a file has been established
- arrange observation and assessment visit(s)
- provide support where required

During the practicum the professional supervisor will:

- observe a minimum of one planned lesson
- check that the associate teacher is confident that the student teacher’s practicum file meets school and EDPRAC course requirements
- facilitate a summative assessment meeting (approx 30 minutes)
- indicate a provisional assessment on the assessment report
- discuss ‘next steps’ and recommendations as required
- plan for further visit/s as required
- maintain contact with the EDPRAC Course Co-ordinator as necessary

At the conclusion of the practicum the professional supervisor will complete the electronic practicum report:

- confirm and record the final assessment result
- ensure that the student teacher’s next steps for professional learning are recorded
- [conclude discussions with the EDPRAC Course Co-ordinator as necessary]
**Overview of Bachelor of Education (Teaching) programme**

An overview of course content: it is important to note that, for a wide range of reasons, student teachers do not always progress through the programme in this order.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPROM 100*: Te Ao Māori (1)</td>
<td>EDCURRIC 109: Languages &amp; Literacies (1)</td>
<td>EDPRAC 100: Practicum 1</td>
</tr>
<tr>
<td>EDPROMST 208: Inquiry into Practice (1)</td>
<td>GEN ED</td>
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<tr>
<td>Year 2</td>
<td>EDPROMST 209: Developing Learning Communities</td>
<td>EDPROMST 208: Inquiry into Practice (2)</td>
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<td>EDPROMST 208: Inquiry into Practice (2)</td>
<td>EDPROMST 204: Practicum 2</td>
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<tr>
<td>Year 3</td>
<td>EDCURRIC 206: Health PE Social Studies (2)</td>
<td>EDCURRIC 307A: Inquiry into Practice (3)</td>
</tr>
<tr>
<td>EDCURRIC 307B: Inquiry into Practice (3)</td>
<td>EDCURRIC 304A: Practicum 3</td>
<td></td>
</tr>
</tbody>
</table>

*Epson - Sem 1 & 2
*South - Sem 1
*TT - Sem 2